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SA	CC-ED-03.pdf Document CC-ED-03.pdf (D149056006)	 33
W	URL: https://www.collegetsm.in/wp-content/uploads/2020/04/sociology-of-education-4th-Sem.pdf Fetched: 2022-04-18 20:15:53	 20
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W	URL: https://en.wikipedia.org/wiki/Social_realism#/media/File:Grant_Wood_-_American_Gothic_-_Google... Fetched: 2023-05-05 08:42:00	 12
W	URL: https://idoc.pub/documents/sociology-of-education-lecture-notes-klzooopwxgq4g Fetched: 2022-09-02 06:23:11	 16
SA	B 1 Unit 3 Dr. Shubhangi Vaidya Social Change and development (1).pdf Document B 1 Unit 3 Dr. Shubhangi Vaidya Social Change and development (1).pdf (D86279705)	 5
W	URL: https://www.ijariit.com/manuscripts/v7i2/V7I2-1170.pdf Fetched: 2022-01-14 06:26:33	 5
W	URL: https://writerscafeteria.com/opinion/problems-in-indian-education-system/ Fetched: 2023-03-14 08:09:20	 1

Entire Document

University18 Official Curriculum Sociological Foundation in Education UNIVERSITY18

Sociological Foundations of Education

Table of Contents Introduction Module: I Concepts and approaches Unit: 01 – Role of education in Sociology 1.0 Introduction 1.1 Unit Objectives 1.2 Meaning of Sociology 1.3 Meaning of Education 1.4 Relationship between Sociology and Education 1.5 Theory & Scope of Sociology of Education 1.5.1 Functionalism 1.6 The functions & Needs of education from a sociological point of view 1.7 Structuralism 1.8 Summary 1.9 Key Terms 1.10 Check Your Progress Unit: 02 Sociological Approach to Education 2.0 Introduction 2.1 Unit Objectives 2.2 Education in a Multi-Cultural Context 2.2.1 Education in Ancient Greece 2.2.2 Education in Ancient Rome 2.2.3 Education in the Middle Ages 2.2.4 Education in the Renaissance period 2.2.5 Education in the Age of Enlightenment 2.3 The transition from pre-capitalist to capitalist social formations and its impact on educational structure and function 2.4 Education and Social Groups 2.5 Sociological Perspective on Education 2.6 Summary 2.7 Key Terms 2.8 Check Your Progress Module: II Theoretical Perspective of Educational Sociology Unit 3 Theoretical approaches to educational sociology 3.0 Introduction 3.1 Unit Objectives 3.2 Functionalism 3.3 Conflict Theory 3.3.1 The contrast between the perspective of conflict theorist on society from that of functionalists 3.4 Interactionism 3.5 Standpoint theory 3.5.1 Feminist Standpoint Theory 3.5.2 Historical Roots of Feminist Standpoint theory 3.6 Social Theory 3.6.1 History 3.7 Summary 3.8 Key Terms 3.9 Check Your Progress Unit 4 Theories and Understanding of Social Life 4.0 Introduction 4.1 Unit Objectives 4.2 Social Cognitive Theory of Personality- Bandura 4.2.1 Reciprocal determinism 4.2.2 Self-system 4.2.2.1 Sources of Self- Efficiency 4.2.3 Principles of observational learning 4.3 Social Realism 4.4 Critical Theory 4.4.1 Critical Theory: The Marxian and Hegelian Legacies 4.4.2 Max Weber and the Enlightened Tradition 4.4.3 The Critical Theory of Horkheimer and Adorno 4.5 Rational Choice Theory 4.6 Human Capital Theory 4.7 Summary 4.8 Key Terms 4.9 Check Your Progress Module: III School as Social Institution Unit: 05 School as a Social Organization 5.0 Introduction 5.1 Unit Objectives 5.2 School as a Social System 5.3 Social Structure and Functioning of the School 5.3.1 Elementary/ Primary School 5.3.2 Secondary School 5.4 The Indian System of Schooling 5.5 School Class 5.6 Functions of School 5.7 School-Child Relations 5.8 Characteristics of School as an Organization 5.9 Bureaucratization of Schools 5.10 Principles of Authority 5.11 Summary 5.12 Key Terms 5.13 Check Your Progress Unit 6 Concept of School as a Community centre 6.0 Introduction 6.1 Unit Objectives 6.2 School Community Relationship 6.3 Need for School-Community Relationship 6.3.1 Assumption 6.3.2 Organizational Implications 6.4 School as a sub-system of Community 6.5 Present Status of School-Community Relationship 6.6 Pre-requisites of Good School Community Relationship 6.7 School's Participation in Community Activities 6.7.1 Conducting School Community Contact Programmes 6.8 Teacher's Role in Community Activities 6.9 The Classroom- Managing Climate 6.9.1 Acceptance by teachers and peers 6.10 Summary 6.11 Key Terms 6.12 Check Your Progress Module: IV Cross-National Perspectives on the Sociology of Education Unit 7 Culture and education 7.0 Introduction 7.1 Unit Objectives 7.2 Culture: Definition & Meaning 7.2.1 The characteristics of culture 7.3 Different Types of Culture 7.3.1 High culture 7.3.2 Low culture 7.3.3 Popular culture 7.3.4 Folk culture. 7.4 Difference between material and non-material culture 7.5 Relationship between culture and Education 7.6 Impact of Culture on Education 7.7 Cross-national comparisons in education 7.7.1 Ecology of Student Achievement 7.7.2 Economic Differences 7.7.3 Family SES 7.7.4 School Resources 7.7.5 Schoolmates 7.7.6 Cultural Differences 7.8 Summary 7.9 Key Terms 7.10 Check Your Progress Unit 8 Education beyond geographical barriers 8.0 Introduction 8.1 Unit Objectives 8.2 Education beyond geographical barriers 8.2.1 Distance Education 8.2.2 Significant aspects of Distance Education 8.2.3 A Global View 8.2.4 Educational Concerns of the Developing World 8.3 E-learning 8.3.1 Strengths 8.3.2 Limitations 8.4 Curriculum goals for creating globally competent students 8.4.1 Ends and Means 8.4.2 Curriculum Planning and Organization 8.4.3 Role of School Head in Curriculum Planning and Organization 8.5 Education as a process of Social system and Socialization 8.5.1 Education as a social system 8.5.2 Socialization 8.5.3 Education as a process of Socialization 8.6 Family as an Agency of Education 8.6.1 Functions of Home in changing scenario of Family 8.6.2 Family as an Agency for the development of the child 8.7 Summary 8.8 Key Terms 8.9 Check Your Progress Module: V Schooling in the Context of Globalization and National Policies Unit: 09 Education Policy and Political perspectives of Education 9.0 Introduction 9.1 Unit Objectives 9.2 Policies of Education 9.2.1 Definitions 9.3 Policy-Making 9.3.1 Global Policies 9.3.2 Policies at the International Level 9.3.3 Policies at National Level 9.3.4 Policies at the Institutional Level 9.4 Education Policy in India 9.4.1 New Education Policy – 1986 9.5 Relationship between Education and Politics 9.5.1 Politicizing Education 9.5.2 Political Influence on Education 9.5.3 Educational Influence on Politics 9.6 Privatization of Education 9.6.1 Private Sector in Education: Types of Ownerships 9.6.2 Need for Private Sector Involvement 9.6.3 Public-Private Partnership (PPP) Model of Education 9.7 Summary 9.8 Key Terms 9.9 Check Your Progress

Unit: 10 Education and Socio-Cultural Changes in the society 10.0 Introduction 10.1 Unit Objectives 10.2 Sanskritization, Westernization & Modernization of Society 10.2.1 Sanskritisation 10.2.1.1 Meaning of Sanskritisation 10.2.1.2 Definition of Sanskritisation 10.2.1.3 An analysis of the process of Sanskritization 10.2.1.4 Impact of Sanskritization 10.2.2 Westernization 10.2.2.1 Definition of Westernisation 10.2.2.2 Meaning of Westernisation 10.2.2.3 Impact of Westernisation 10.2.3 Difference between Sanskritization and Westernization 10.2.4 Modernization 10.2.4.1 Definition of Modernization 10.2.4.2 Impact of Modernization 10.2.4.3 Problems of Modernisation 10.2.5 Difference between Westernisation and Modernisation 10.3 Education in India before Independence 10.3.1 Education system in Ancient Period 10.3.2 Education in India before Independence 10.4 Education in India after Independence 10.5 Problems and Ways to Improve Education 10.6 Summary 10.7 Key Terms 10.8 Check Your Progress

INTRODUCTION The man is born in society and has to develop his personality in society. A person can learn very little by himself, it's a society that contributes quite significantly to his learning. People reside in society and obtains socialization through his contact with his friends, family, his relatives. He learns primary things with mutual behaviour through this contact. If the individual is left alone without any friends and society then his learning will not take place, therefore for education, the presence of other people which means society is very essential. Education and society are complementary and interdependent to each other. No educational system can be explained without looking at the canvass of society. Similarly, Society can never progress without the sound system of education. Society facilitates the process of education. It contributes to society to emerge educational institutions for various kinds of education, formal, informal, and non-formal. Thus, education is a social necessity. It is the study of social interaction, social processes, and social norms. Hence the subject of educational sociology has assumed great importance. This learning material consists of 5 Modules with 2 units each that throw light on different aspects of education. Unit 1 – Role of education in Sociology

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explains different sociological aspects of life, the person may be said to be educated.

In this unit, we will study education from a sociological perspective. Unit 2 Sociological Approach to Education makes us understand how the sociology of education plays an essential role in the continuing development of social behaviour in society, it tries to tell the meaning of education through the sociological point of view. In, Unit 3 Theoretical approaches to educational sociology and Unit 4 Theories and Understanding of Social Life, we will understand the significance of

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theoretical approaches towards the understanding of the sociology of education. It deals with education as a field of study and provides a wide overview of methods and researches used by sociologists.

Some of the influential theoretical approaches like Conflict Theory, Functionalism, and interactionism which are used in Sociology of Education will be explained here. Also, we will understand and discuss the different theories associated with Symbolic interactionism, explaining the complex social Phenomenon and the evolution of feminism. Unit 5 School as a Social Organization tells us about the School as a Social System, functions of School, Social Structure of School, Characteristics of School and it throws light on School-Child relationships. Unit 6 Concept of School as a Community centre- focuses on School Community relationships. It highlights the classroom management climate. This unit gives us an understanding of the need for School-Community Relationship, School as a sub-system of Community and Participation of Schools in Community Activities. In Unit 7 Culture and education we will consider the concept of culture in all its aspects as it is associated with human society and civilization. We shall see how culture influences our lives at several levels and how significant it is as a means of carrying forward values and traditions. Unit 8 introduces us to Education beyond geographical barriers and we understand the concept and importance of Distance learning, e-learning, the Importance of Curriculum, and Socialization. Also, we will understand Family as an Agency of Education. Unit 9 Education Policy and Political perspectives of Education gives insight into the steps through which educational policies are formulated and then affected, evaluated, and redesigned to make education more responsive to the needs of a particular society. We understand global Policies, Education Policy and the relationship between education and Politics Unit 10 - Education and Socio-Cultural Changes in society highlights socio-social changes that occurred in India during Pre and Post-Independence. In this Unit, we will understand the concept of Sanskritisation, Westernization, and Modernization in detail. Further, check your progress section tests readers' knowledge about the various concepts discussed in each topic. The content is designed comprehensively keeping the syllabus of the program in mind. The purpose is to acquaint the readers with a deeper understanding of the Sociological Foundations of Education.

Module: I Concept and Approaches 1

2

Unit: 01 Role of Education in Sociology Structure 1.0 Introduction 1.1 Unit Objectives 1.2 Meaning of Sociology 1.3 Meaning of Education 1.4 Relationship between Sociology and Education 1.5 Theory & Scope of Sociology of Education 1.6 The functions & Needs of education from a sociological point of view 1.7 Structuralism 1.8 Summary 1.9 Key Terms 1.10 Check Your Progress 1.0 Introduction

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A person may not be called educated simply by virtue of the fact that he or she has mastered a particular skill. A person who is educated in the real sense should have acquired

an understanding of principles for the

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organization of facts. This understanding affects his outlook. More explicitly stated, a person who has specialized in a particular discipline may be said to be knowledgeable but not educated until his/her specialization influences his perspective on other dimensions of life. When the knowledge a person has acquired affects the way in which he/she looks at, understands, and explains different sociological aspects of life, the person may be said to be educated.

In this unit, we will study education from a sociological perspective. 1.1 Unit Objectives After completing this unit, one will be able to understand:- 3

- Meaning of Sociology & Education
- Relationship between Education and Sociology
- Theory & Scope of Sociology of Education
- The Function of Education from Sociological point of view
- The need for Education from Sociological point of view

1.2 Meaning of Sociology Sociology can be defined as the examination of man and his environment in their relationships with each other In 1837 French philosopher Auguste Comte first coined the word sociology, By

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sociology, he meant the application of the scientific method in the study of the relationship between society and

individuals. A study of society or social life, of group interaction and of Social behavior can also be termed as Sociology. Few more Definitions of Sociology are as under:- 1. E.T.Hiller: "Sociology is the study of relations between individuals, their conduct and reference to one another and standard by which they regulate their association. 2. Moor and Cole:" Sociology studies plural behavior". By plural is meant the behavior of individuals which is performed in relation to other individuals. 3.

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Max Weber: Sociology is the science which attempts the interpretive understanding of social

actions. 4. According to Duncan: "Sociology is the scientific study of the processes of interactions of persons. Sociology evolved as a separate social science in Europe and its objective was the study of society during the 19th Century. Several other social thinkers along with Auguste Comte, Spencer, and Emile Durkheim desired to establish the idea of society as a matter of study, unique in itself. They identified society as complete- which is more than the sum of its parts. Society is more than the wishes, beliefs, thoughts, values and actions of its people. Though all human beings live in society yet It is a complex and abstract reality. A sociologist is keen on the generic examination of social behavior as it occurs in Small Social psychology, social 4

anthropology, political science, and economics, all in a sense, have human social life as their general subject. The term 'general' has been utilized as other social science disciplines handle more specific areas. For example, a political scientist studies governmental functions and activities and an economist studies the production and distribution of goods. Nevertheless, It is problematic to draw an exact line of distinction. In a sense, human social life as their general subject is owned by Social psychology, social anthropology, political science, and economics, all. Sometimes, people complicate Sociology with social work, as sociology is a relatively young discipline compared with the discipline of political science, philosophy, and economics. In order to understand and analyze social work, Sociology is used. Social work is related with the elevation of those physically handicapped, socially deprived etc. Sociology is not connected with the renewal of society as such nor is it directly included in directed change or social preparation. In the formulation of development policies and programs, the sociological understanding and research can help in better planning and in finding ways and means of acceptance of improved practices. It is generally accepted that sociologists do not interfere with social processes. They are supposed to be value-neutral, i.e., they are not supposed to have any bias or prejudice in the analysis of social behavior. Some people have however raised question and feel that sociologists must take a progressive role in the advancement process. Sociology is interested in the examination of the organization and the functioning of societies or social groups in order to understand social life. 1.3 Meaning of Education

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The word 'education' is obtained from the Latin word- Educare which means, to bring up', 'to lead out', and 'to develop'. In the simplest sense, therefore, education specifies to the process of leading out, bringing up, and evolving individuals as mature, adult members of society. One cannot deny that that the usage and meaning of the word were extremely prevalent and observed till commercialism achieved ground. Peters (1977) explains that the coming of industrialism was escorted by greater demand for training, skill, and

knowledge

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which called for formal means of imparting these in specialized institutions which were called as 'schools'. As a consequence. Education, in its

initial perception got associated with schools

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as training or the handing down of knowledge and skills. The scope of education got bounded to the development of knowledge or understanding

over time.

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In its widest possible sense, education is characterized by the moral, intellectual, and spiritual development of a person. It may be noted that the conception of education as the all-round development of an individual, as distinct from training, emerged in the nineteenth century. The process of education encompasses the advancement of distinct qualities and attributes through explicit instructions or through implicit inhibition as part

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growing up amidst family members, kin, and peer groups. Surely then; the domain of education enfolds both, what children learn in schools as also in families and peer-groups as part of the process of socialization.

The

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information essential for an individual to live intelligently as a useful member of society

is commonly understood as Education.

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This signifies the conservation of primary information in schools that tends to get imposing and uniformized. In corollary,

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educational curriculum needs to be revised regularly in order to cope with social change and all that it needs to enable an individual to be of use to society. It is only natural then that kids compete with others and explore to organize their own potential and credentials for learning more completely than others. There is much speech about how to globalize education and make it more efficient and effective. Holt attacked the system of mandatory and competitive education encompassing the system of competitive and compulsory education which accompanied it the system of punishments and rewards. The most domineering and risky of all the social inventions of humankind was the usual practice of education as per Holt. It is the inmost groundwork of the contemporary and the worldwide slave state, in which most individual feel themselves to be nothing but spectators, producers,

fans, and consumers are

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driven more and more, in all parts of their lives, by

envy, fear, and greed. True education cannot be imparted fully in schools which are only learning, rather it is acquired, by way of 'doing things'. True education comes from experience; it's the fact.

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We tend to learn or imbibe from what we experience and do. We are impacted by the quality of our contentment (or dissatisfaction), experiences, as also the excitement and joy or unhappiness that we derive from them. Children will not be able to learn what the teacher tries to teach

if they will experience threats, humiliation, and unhappiness in school. In such cases even if the

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children manage to learn something, they tend to forget it in a short span of a day or two. Learning is greatly enhanced when the children are filled with confidence, boldness, and the eagerness to learn. 1.4

The relationship between sociology and education The subsystem of society is Education.

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As a sub-system, it is closely connected to the society of which it is a part and also connected to other sub-systems in the society. A system of education indicates the objects of the larger society and this impacts its structure. Education is firmly connected to the economic system in modern industrial societies. The economic system of industrial society requires skilled and literate labor, technically trained people in different fields, and several professionals who in turn enable society to achieve higher levels of modernization and industrialization. The task of instructing these people is allocated to the system of education. It is supposed to be a necessary investment to achieve a required level of development in society. Thus the system of education becomes nearly related to the economic system. Education is also linked to the system of stratification. Education becomes a mechanism to attain social mobility in modern industrial society. The diversities of occupations result in diversification of education, adding new criteria for status differentiation. Thus a new system of stratification emerges, which brings into account the educational accomplishments of individuals in society. Therefore people become alert of educational possibilities accessible to them. Moreover, it is essential to understand that the system of education has its internal hierarchy, firstly, of primary education, secondary education, and higher education, and secondly, of honor, such as first-class, second class, etc. Education is also related to the political system. Modern democratic society demands literate citizens. In order to make the citizens literate, it becomes necessary to expand the system of education. Thus mass education develops, wherein the government has to support and control education, and thus it gets linked with the political system. Literate citizens become conscious of the role of the government and the role of the political parties, and thus raise many issues for the government. Thus the link between education and the political system gets closer, deeper, and stronger. The above stated are the external relations of the sub-arrangement of education with

different frameworks in the public eye. The

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educational system can also be analyzed as a system by itself. Analysis of this system involves the study of its following internal aspects: (1) study of the goals of the system of education, (2) study of the internal organization of the system of education, and (3) study of the patterns of interaction among the various segments of the system of education. With this general idea about the relationship between education and society, we shall discuss the importance of Desai's contribution to the sociology of education in India. Before Desai started his investigations on education, the investigation of education in India was concerned predominantly with topics like theory of education,

the

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psychology of education, administration of education, and the problems of teacher's training and of methods of teaching. Desai was first to consider education as a social wonder and embraced an experimental investigation of secondary school pupils in the city of Poona. Before he embraced this investigation, he endeavored to consider another arrangement of centralized education, presented for college students at Poona College since there was a discussion about the new system. However, it seems, he did not analyze the data which he collected when he was teaching at Deccan College in Poona. Desai said "I did not classify the data in Poona and I brought them with me to Baroda with a hope to work on them someday. But that day never came. That was the end

of that adventure" (1981b: 201).

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Desai outlined the connection between the stratification and educational frameworks in India. The educational framework was diverse in (1) pre-English period, (2) the English time frame, and (3) the post-pioneer period. English education was introduced by the British, which had created a new status group in Indian society. Education was a means to acquire higher social status and thus English education became necessary for the higher status groups to maintain their status. Thus, Desai set up a connection between stratification and definition. Desai chose to concentrate just one of the three interrelated parts of

the conventional education framework namely guardians, teachers and students.

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In this study, he included all the Marathi speaking students studying in public-funded schools. The students of Convent schools were excluded. The population of this study included 10th and 11th standard students (i.e., last two years of high school leading to matriculation in those days) in 25 Marathi medium schools in Poona 20% of the population was chosen as the sample. A sum of 849 students (601 young men and 248

young ladies) were contemplated. Information was gathered

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through a poll 8 conveyed to the students in the study hall. The students were asked to fill up the questionnaire in 40 to 45 minutes. Three sorts of inquiries were posed: (1) questions

with respect to the students social condition, for instance occupation of guardian, housing, area, caste and so on., (2) questions related to

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the student's routine life outside. the school, and (3) questions regarding the

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student in the family. The following information was collected: (1) residential area of students, (2) caste background of students, (3) occupation, caste, and education of the heads of students' families, (4) ward-wise distribution of occupation, education, and caste, (5) ward-wise distribution of schools in Poona, (6) students attitudes towards their locality, (7) ownership of their house, (8) annual income of families, and (9) types of families, and their ward-wise distribution. The above-mentioned three aspects of the student community were found to be interrelated, and their interrelation was interpreted as suggesting a relationship between the student community and the sociographic structure of Poona. The geographical location of Poona had helped it to develop as a military base and a center of administration and the same factors contributed to its later development. The relation between caste, occupation, and residence was reflected in the distribution of caste and occupational groups in different localities in Poona. Poona was divided into 18 wards. Each ward was further divided into streets and lanes. The backward and intermediate castes predominated in the eastern parts of the city, whereas the advanced castes predominantly occupied the western parts. Within each ward, street-wise segregation of castes was observed. Thus different streets segregated castes from one another. 1.5

Theory & Scope of Sociology of Education The contribution made by Sociology of education to the understanding of an important institution present in every society. Sociology of education plays a significant role in the continuing development of sociology. It acts as a major contributor to the field of sociology and to the testing of established theories. Émile Durkheim has provided a sociological conceptualization of education as a system that transmits society's culture and social order to new generations. Émile Durkheim is commonly treated to be the founder of the sociology of education. The 9

sociology of education also acquires its visionary and theoretical roots from the contributions of Marx and Weber. Marx laid down the establishments for conflict theory and later conflict scholars have investigated the ideological part of the state in instruction because it duplicates and keeps up course statuses. This globalized world culture is seen as being provided by science, rationality, and the conception of human rights, which are created in and installed in individuals by formal education. Theorists have found the ideological role of the state in education as it recreated and maintained class statuses. Weber advanced multidimensional access in which the material, structure, human agency, and the normative were combined. Several more recent directions have surfaced in building on this early foundation. Amidst structural conflict theories, Basil Bernstein's (1996) theory of language codes, Randall Collins's (1979), and Pierre Bourdieu's (1984) theory of practice Weberian theory of social exclusion have had a major impact on contemporary sociology of education. The social world consists of the history of accumulation according to Bourdieu's (1984) theory of praxis. Education as a unit of cultural and social recreation which is related to cultural capital (capital based on students' social settings and opportunities that provide knowledge of the world derived from live experiences) and subsequent social differences between students. Similarly, in Bernstein's 'code theory' (1975) he explores the performance of working-class students and argues that socialization is based on class. Researchers in the sociology of education have always used a variety of methods in the study of educational organizations and processes. From the beginning, the standard 'methods of the day' characterized educational research. Both qualitative and quantitative research strategies prevailed, and often the two were mixed. This is what we find in early studies such as Coleman's Adolescent Society (Coleman, 1961) and Hollingshead's Elmstown's Youth (Hollingshead, 1948), in the United States; Hargreaves's Social Relations in a Secondary School (Hargreaves, 1967) and Ford's Social Class and the Comprehensive School (Ford, 1969) in the United Kingdom; Connell et al.'s Growing up in an Australian City: A Study of Adolescents in Sydney (Connell et al., 1959); and even Bourdieu and Passeron's Les Héritiers: Les étudiants et la culture (Bourdieu and Passeron, 1964) in France. Similar studies can be found in other countries. All of these studies are based on standard methods used by sociologists at the time, namely questionnaire surveys, interviews, sociometric maps, and observation as sources of data. The methods in the sociology of education have evolved in response to the unique challenges of 10 research on education. Most of these methods, once developed within educational research, have now become commonly used within the sociology discipline itself, and have made equally valuable contributions in other fields within sociology. Therefore, it is correct to say that the unique issues in educational research, especially from a sociological perspective, have meant that sociology of education 'leads the way' in the statistical techniques (Saha and Keeves, 2003) and in the development of research methods. Education and globalization has had a profound effect on educational systems in developed and developing nations, with many of its consequences being unanticipated. Since the 1970's contemporary societies are in a duration of intense modifications where the national space-time has been lost, gradually, since the 1970s. The primacy in relation to the growing importance of space-time globally and locally has led to the crisis of national social contracts, which formed the basis of the modern development of central states. As Dale (2001) argues, the most evident effects of globalization in educational policies result from the states' priorities in becoming more competitive, namely so as to attract investments of transnational corporations to their countries. It is also disputed that nationalization of education is a pattern of 'low-intensity globalization' (Santos, 2001; Teodoro, 2003), partially because big statistical research projects have an indirect influence on national education policies and also because of the relationship established between international organizations and the formulation of these policies. In this sense, the center of educational governance remains largely under state control, although it is possible to identify new forms of reconfiguration. The way regulation works are now deeply influenced by supranational forces, as well as by political-economic forces. On the other hand, There is a World-Wide Common Culture that witnesses the progress of national educational systems as built on the basis of universal models of education, state, and nation, which has been pointed out by Meyer (1997). This means that institutions of nation-state and state themselves are shaped by standards, ideologies, and universal common values. However, Ball (2003) has noted that alignment among developed nations with economic (and educational) policies of the World Trade Organization, the International Monetary Fund, the World Bank and the OECD has resulted in pressures on developing nations to 'Americanize' their economies and to utilize an American or a First World model in the organization of schooling. The sociology of education in Central and Southern Africa has addressed the conflict between the vestiges of colonial approaches to education and those that value the contributions

11

of local cultures and practices. Globalizing world children in African schools must not only be competitive but also not lose their cultural heritage has been recognized by the scholars. Else, they will probably only value that which arises in the countries of their previous colonizers (Awason, 2009). This globalized world culture is seen as being provided by science, rationality, and the conception of human rights, which are created in and installed in individuals by formal education. This explanation sustains the theory about the spread of educational systems by isomorphism, through processes of cultural diffusion (Dale and Robertson, 2009). Where Markets, competition, and the family are central institutions, their education, stratification Educational differences, and inequality are found in all societies. It should be noted that professional hierarchies and models of social mobility are surprisingly similar in all industrial societies (Erikson and Goldthorpe, 1992). The effect of social background weakens slightly (Dronkers, 1993) as education and participation in society expand, but this weakening can be different for students. In different fields of study in higher education (Ayalon and Yogev, 2005). The endurance of distinctness and injustice takes different forms, inclusive of both the social and economic values of schooling and also the contents and the format of each kind of education (Bills, 2004; Shavit and Blossfeld, 1993; Shavit and Müller, 1998). Modern and postmodern theories have emerged on all continents. The hidden curriculum and ideology are familiar concepts in Chinese and especially in Taiwanese sociology, and scholars have reviewed almost all relevant theories, including feminism, postmodernism, Weberian theories, reproduction theories, resistance theories, critical theories, dramaturgical theories, structural theory, ethnomethodology, and so on (Chang and Renjie, 2003). In Latin America, the political sociology of education, influenced by the Brazilian Paulo Freire, is the major field. The best-known educator of our time, Freire (1921–97) and (Gerhardt, 1993: 439) considered education to be a political, not a neutral process. Research and policies in literacy acquisition, education as liberation and transformative adult education, and educational inequality was influenced by Freire. A mixture of philosophical and pedagogical ideas has been reflected by school systems, such as spiritualism, humanism, pedagogical positivism, normal and human capital theories, and these also influence research and theory (Torres, 2003). 12

1.5.1 Functionalism Functionalism views society as a structure with interrelated parts designed to meet the social and biological needs of the individuals in that society. It is also called the structural-functional theory. Functionalism can be explained as a viewpoint of the theory of the mind. It states that mental states (beliefs, desires, being in pain, etc.) are constituted solely by their functional role, which means, their causal relations with other mental states, sensory inputs, and behavioral outputs. Functionalism developed largely as an alternative to the identity theory of mind and behaviorism. Functionalism grew out of the writings of English philosopher and biologist, Hebert Spencer (1820–1903), who saw similarities between society and the human body; he argued that just as the various organs of the bodywork together to keep the body functioning, the various parts of society work together to keep society functioning (Spencer 1898). Spencer referred to the parts of the society and those were social institutions or patterns of beliefs and attitudes centered on meeting social needs, such as the economy, education, government, family, healthcare and religion. Another early sociologist; Émile Durkheim, enforced Spencer’s theory to clarify how societies alter and survive over time. Durkheim considered that Society is a complicated system of interdependent and interrelated and parts that work along to preserve stability and that society is held in sync by shared symbols, languages, and values. To study society, a sociologist must look beyond people to social facts that were believed by Durkheim. Social facts like rituals, morals, laws, religious beliefs, values, customs, fashion, and rituals, which all serve to supervise social life. Alfred Radcliff-Brown (1881–1955) defined the function of any intermittent motion as the role it played in social life as a whole, and hence the contribution it makes to continuity and social stability. All sectors work together to preserve stability in a healthy society, this state was termed dynamic equilibrium by later sociologists like Parsons (1961). Social processes mostly have numerous functions, this was pointed out by another noted structural-functionalist named Robert Merton (1910–2003). Latent functions are the unsought result of a social process while Manifest functions are the consequences of a social process that are anticipated or sought. A manifest function of college education, for instance, includes seeking a good job that utilizes education, acquiring knowledge, and preparing for a career. Latent functions of the 13 college years are inclusive of participating in extracurricular activities, meeting new people, or even seeking a partner or spouse. Another latent function of education is building a ranking of employment based on the level of education attained. Latent functions can be neutral, harmful, or beneficial. Dysfunctions are social processes that have unacceptable consequences for the operation of society. Examples of dysfunction in education include, not graduating, dropping out, truancy, not finding suitable employment, and getting bad grades. 1.6 The functions & Needs of education from a sociological point of view

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The Indian constitution had identified three important areas of liberal philosophy and thought, namely: (1)

Equality, (2)

92%

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parliamentary democracy, and (3) Rationality. It was a challenge before the educationist to see that the education structure and the ideas presented by the education system led to

the

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development of a liberal personality. The question could be asked whether the system of education had accepted liberal philosophy. Education was supposed to equip the younger generation with ideas, skills, and attitudes, which would help them to achieve a liberal society. It meant that education was expected to bring change in society. Therefore, in the second section of the all-India report, Gore, Desai and Suma Chitnis examined education as an instrument of social change. Through field studies, an attempt was made to examine education as an instrument of social change. Education is expected to perform two social functions: (1) to ensure continuity of tradition, and (2) to initiate change in society. These two functions seemed to be contradictory, but these two goals of education could go together as change does not involve a complete break with the immediate past. A policymaker uses education as an instrument of policy and decides what elements of the tradition he wants to continue and what elements he wants to change. The goal of change is specified in our constitution. According to it, the ideas of rationalism, secularism, and equality have to be communicated during the process of education. This can be done through textbooks or other reading materials provided to children in schools. These ideas can also find their expression in the practice and procedures used by the education system. Desai and others pointed out that in order to achieve the new goals, the teaching of science required to be strengthened at the school level, for which the schools 14 required resources such as good teachers, laboratories, etc. This could help

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development of science and technology in the country. It also required

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growth of scientific outlook, which consists of an inquiring mind, and willingness to learn from systematic observation without bias. To promote new values of secularism, democracy, and equality among students,

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scientific outlook had to be inculcated among students. The institution, secularism could be expressed in the attitudes of students and teachers towards the members of other religious groups. If secular attitudes were strengthened at

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school level, students were likely to develop similar attitudes. In schools, democratic values could be inculcated in students while participating in recreational and extra-mural activities. A practice of working through committees could also be introduced. Thereby they learn to express their own views and allow others to express their views. When decisions are taken by majority vote, they become binding on all. All these aspects of democratic functioning could be learned in schools. At the institutional level, teachers could be involved in all academic matters including matters concerning students.

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Some of the initial ideas on the meaning and approach of education have considered it as a process by which children gain moral values that are significant for amicable existence in society. Both Socrates and Plato upheld that it was morality alone that ensured happiness and a sense of fulfillment in life. They said

that Moral existence was acquired from an analytical understanding of the virtues of human nature as also the truth. Therefore, the Development

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of philosophical excuses was indispensable to 'good life'. Moral reason enveloped all aspects of existence. As explained by Plato, since the source of the very being of everything is the supreme form,

nature, and accuracy,

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a philosopher craves to gain knowledge of it as the ultimate objective of life. Plato was persuaded of a pre-bodily life in the process of which the soul gets originally

aware of its

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supreme form, and by association, the all extensive moral reason. The task of the teacher in a classroom was to enable them to recollect all that they innately know or are aware of

and was limited to reminding the children. Cultivation of moral reason since it promotes disciplined thinking, abstract comes from the study of mathematics. An individual is able to surpass ordinary and practical reality

74%

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when abstract, disciplined thinking develops. Plato profoundly guarded the idea that education is essentially the training of character. He was sure that culture including music, architecture, literature created an

enduring impact on children's minds and

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provided an appropriate learning environment to the child and. His concern was with the effect on

dramas, the character

54%

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of literature, and other forms of representation that lay at the gist of Athenian education and formed the primary channel for transportation of ideas and information. Plato disapproved of works of literature including Homer that failed to display respect and honor for gods, great people, and heroes who would always serve as role models that children could imitate. Henceforth, he never approved of the idea of young people execute cowardly or otherwise disgusting characters in dramas and plays. He assumed that such individuals would somehow acquire the character and nature of the character they were representing. Plato's safeguarding attitude towards cultural education in which the independence of children was laid down

was severely criticized.

47%

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In favor of totalitarian ideology. Plato's extensive, off-quoted work Republic, he segregated people in society into several categories based on their intellectual insight and development. The considerable categories were the military and auxiliaries, philosopher-kings, or the intellectual rulers and the workers who produced goods and services. People obtained education appropriate to the class to which they belonged which derived the tasks they were enforced to perform in the progress of their lives. He devised the curriculum in that the educational needs of people in the perfect state were met

suitably.

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Lastly, our constitution has accepted equality of opportunity to all individuals in society. The Government had made efforts to promote education among women, but it needed to improve such opportunities for socially disadvantaged groups also. We accepted a liberal democratic framework and new social values for the education system, but Desai and others asked: how far were they reflected in educational institutions? The field studies in eight states were undertaken to answer this question. Its main goal was to describe

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social values and social background of the participants in the education system, namely students, teachers, and parents. Social values included: (1) secularism, (2) activist approach to life, (3) optimism, (4) achievement orientation, and (5) acceptance of citizenship. 16 1.7 Structuralism The

of growing up amidst family members, kin, and peer groups. • Functionalism also called structural-functional theory, sees society as a structure with interrelated parts designed to meet the biological and social needs of the individuals in that society. Functionalism grew out of the writings of English philosopher and biologist, Hebert Spencer (1820–1903), who saw similarities between society and the human body; he argued that just as the various organs of the body work together to keep the body functioning, the various parts of society work together to keep society functioning (Spencer 1898). • Durkheim believed that individuals may make up society, but in order to study society, sociologists have to look beyond individuals to social facts. Social facts are the laws, morals, values, religious beliefs, customs, fashions, rituals, and all of the cultural rules that govern social life (Durkheim 1895). •

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The Indian constitution had identified three important areas of liberal philosophy and thought, namely: (1) parliamentary democracy, (2) rationality, and (3) equality. •

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Education is expected to perform two social functions: (1) to ensure continuity of tradition, and (2) to initiate change in society. These two functions seemed to be contradictory, but these two goals of education could go together as change does not involve a complete break with the immediate past. • A policymaker uses education as an instrument of policy and decides what elements of the tradition he wants to continue and what elements he wants to change. •

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Lastly, our constitution has accepted equality of opportunity to all individuals in society. The Government had made efforts to promote education among women, but it needed to improve such opportunities for socially disadvantaged groups also. 19 1.9

Key Terms Sociology: Sociology is the scientific study of the processes of interactions of persons. Education:

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The word 'education' is obtained from the Latin word- Educare which means, to bring up', 'to lead out', and 'to develop'.

Functionalism: Functionalism can be explained as a viewpoint of the theory of the mind. It states that mental states (beliefs, desires, being in pain, etc.) are constituted solely by their functional role, which means, their causal relations with other mental states, sensory inputs, and behavioral outputs. Functionalism developed largely as an alternative to the identity theory of mind and behaviorism. 1.10 Check Your Progress 1. Define Sociology. 2. Explain the term Education. 3. Explain in brief the relationship between education and Sociology. 4. What is Functionalism? 5. What are the 2 social functions which education is expected to perform? 20

Unit: 02 Sociological Approach to Education Structure 2.0 Introduction 2.1 Unit Objectives 2.2 Education in a Multi-Cultural Context 2.3 The transition from pre-capitalist to capitalist social formations and its impact on educational structure and function 2.4 Education and Social Groups 2.5 Sociological Perspective on Education 2.6 Summary 2.7 Key Terms 2.8 Check Your Progress 2.0 Introduction Sociological studies range from the analysis of conversations and behaviors

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to the development of theories in order to understand how the world works.

Sociology of education offers additions to the understanding of an influential institution present in every society. Educational sociology is one of the branches of sociology. It tries to tell the meaning of education through the sociological point of view. In this Unit, we will understand how the sociology of education plays an essential role in the continuing development of social behavior in society. 2.1 Unit Objectives After completing this unit, one will be able to understand:-

- Education in multi-cultural context- Ancient Greece, Rome, Middle Age, Renaissance period and Age of Enlightenment
- Education in Social Groups
- Sociological perspective of Education 21
- The transition from pre-capitalist to capitalist 2.2 Education in a Multi-Cultural Context Figure 2.1 represents differences in the culture of different countries

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Children learn about the group's history, wars, victories, and defeats, and heroes,

through stories, proverbs, riddles, songs, and legends by the elders.

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Among indigenous people who were not exposed to the formal system of education in schools,

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these were the non-formal ways of preparation for adulthood.

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Many sociologists believe that they were in no way 'less refined' or inferior to those who pass through the formal education system.

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The indigenous people or tribal communities also develop skills for survival and a way of transmitting the language, skills, knowledge, beliefs, and values to their children which prepares them for adult roles. Those who survive by gathering and hunting educate their boys to make weapons and their girls to gather food from

woods. In a similar way,

41%

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those who survive by harvesting teach their children to harvest the grain, transplant, and prepare the earth. These activities are interrelated with the entire

life,

58%

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these are not stranded activities instead they are associated with the entire way of life arts, beliefs, arts, morals, and customs of the community. The conveyance of 22 cultural wisdom and information takes place through oral tradition

in the absence of formal schooling and written texts. Children learn about the victories, defeats, wars, heroes, and the group's history through riddles, stories, proverbs, songs, and legends narrated by the elders.

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These were the non-formal ways of preparation for adulthood (as a useful member of society) among indigenous people who were not exposed to the formal system of education in schools.

It is believed by many sociologists that they were in no way inferior or 'less cultured as compared

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to those who pass through the formal education system. 2.2.1 Education in Ancient Greece It is significant to comprehend how and what kind of knowledge was transmitted

in Ancient Greece which is treated as the epicenter of western culture. Homer's poems

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explain Greeks origin, portray their struggles, and provide a model for the future.

They provide Greeks a means of determining their cultural identity.

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Children who study the behavior of the epic heroes learn (i) the characteristics and qualities that make life worth living; (ii) the behaviors expected of warrior-knights, and (iii) the flaws or weaknesses in human character that brought harm to oneself and one's friends (Ornstein and Levine 1987: 84). Greeks laid greater emphasis on

the participation of children in culture than on formal schooling. 2.2.2

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Education in Ancient Rome In ancient Rome, education was aimed at raising politicians and able administrators. It was reserved for those who could afford to pay for it and had the time to attend school. Children

were taken as workers who belonged to poor families and

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could not attend school. Most of the children of slaves were trained to perform certain tasks. They were denied an education. Girls of upper classes learned to read and write at home while the boys attended primary schools, later secondary schools in which they learn Latin and Greek Grammar. The

orator was the one who was

89%

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the educational ideal in Rome. An orator was a well-educated man in public life

and

84%

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he could be a politician, lawyer, teacher senator, civil servant. A good orator was one who won debates and arguments in a forum. Cicero (106-143 BC)

who was a dignified Roman Senator, believed that

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the Orator should have command over psychology, ethics, history, astronomy, law, geography, medicine, military science, natural science, and

philosophy. Cicero was well versed in Latin and Greek grammar, history, literature, and rhetoric. Knowledge of these regimens 23

assists the Orator in many ways e.g., presenting and developing an argument, influencing public affairs, and

48%

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engaging with the emotions of the audience. 2.2.3 Education in the Middle Ages European education was transmitted in institutions that identified with the church monastic schools, chantry, and

the elementary parish in the medieval period or middle ages.

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The knights received training in military affairs and in the chivalric code of behavior in palaces. Nevertheless, the general studies curriculum at the secondary level

was followed in the cathedral and monastic schools. There were few schools that imparted

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basic education together with training for a trade. These were maintained not by the church but by merchants and craft guilds. Most of the learners in schools were those who planned to embark on religious life as priests, monks, or clerics.

As agricultural workers,

64%

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the serfs limited their activities to the estate of feudal lords. The scholastic tradition emphasizing teaching, the spirit of inquiry, and scholarship and teaching was set in

by the eleventh century.

80%

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Faith and reason were identified as complementary sources of truth. In effect, the teaching clerics, better known as scholastics, believed that God's words were revealed in the sacred scriptures and in the writings of church fathers. The significance of Human reason was also accepted by them. Disciplines of logic, mathematics, moral philosophy, metaphysics theology were taught as part of higher education

in scholastic schools. Implantation of the deductive reasoning among learners was encouraged by education.

98%

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Over a period of time, the number of students enrolled in cathedral schools exceeded their capacity. As a result, universities were established to impart higher education.

Universities evolved as centers of theology

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since the basic component of knowledge was believed to be the authority of the scriptures, medieval. Nevertheless, there was the development of a high level of scholarship in secular disciplines too. The universities set up professional schools of law, medicine along with theology. These were in addition to the liberal arts. There is no denying that education in the middle ages was formal, organized, and institutionalized to a large extent. 2.2.4 Education in the Renaissance period In the Renaissance period, the scholastic model was challenged. The cleric was no longer regarded as representing an educated person

though he was trained in scholastic logic. Instead, the courtier was treated as a model to be imitated by 24 children. Courtier, a capable diplomat, a man of style and elegance was liberally educated in classical literature. learning Latin literature and classical Greek was now part of Education. The aim is

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to develop the all-round personality of an individual rather than merely teaching the shades of logic. In Italy, the rejuvenation of commerce generated a financial surplus that was directed towards extending support to the architecture, literature, and

arts, this was the reason that the Renaissance in Italy was most apparently highlighted. 'The rulers set up court schools that would convey new learning' while

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the aristocracy of the country established their identity as custodians of knowledge. 2.2.5

Education in the Age of Enlightenment In order

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to devise 'natural laws' that established the idea that all natural processes follow

a plan, scientists used objective methods. People were inspired in

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The Enlightenment period specifically for improving their lives and solving their problems. Against this backdrop, school education was designed to develop reasoning ability in students. The major challenge before teachers in schools was to cultivate the spirit to raise questions among students and the willingness to apply scientific and empirical methods of inquiry in understanding social reality. Enlightenment marked the Formation of an education system based on intellectual Reasoning, individualism, and equality, Education in India

was placed broadly on sharing, concern, and respect in the traditional sense.

91%

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In rural areas, the people would contribute in whatever way they could towards the construction of the school building and meeting the needs of the teacher. It was only thereafter, that the government officials exercised command over these institutions to an extent that the people sensed estranged. While the villagers were asked to make contributions and take care of the infrastructure, the school belonged to the government.

Deciding on the admission policy, recruiting teachers, and framing the curriculum was done by the government. As per Coomaraswamy (1983), a consequential educational system follows these ideals: (i) universal philosophical attitude; (ii) recognition of the

sacredness of all things, which is the antithesis of the Western distribution of life into the solemn and the obscene; (iii) religious indulgence based on the alertness that all principles are recipe laid upon the Infinite by limitations of the finite human intellect; (iv) etiquette civilization conceived as the product of civil people; (v) relationship between teacher and pupil implied by the terms guru and chela, respectively, in 25 memorizing great literature the epics as embodying the ideals of character, learning as a privilege never to be used merely as a means to economic prosperity; (vi) altruism and recognition of the unification of all life; and (vii) command not hardly of action but also of attention. The quality of education lies in realizing one's potential and developing it as a combined aspect of growing up

in the traditional impression. Socialization as Education speculates better pertinence in the East, because of this reason. This is education for life. Some nations have focused on multicultural education to foster the inclusion of under-served groups. For example, the government of Indonesia, a nation with more than 300 language and ethnic groups, has passed legislation to foster multiculturalism in response to a globalizing world and to mitigate ethnic conflict (Sunarto et al., 2004). In 2003, it was mandated that 'education is to be provided in a democratic and just manner, without discrimination with respect to human rights, religious values, cultural values, and national diversity'. However, these authors note that the implementation of multiculturalism has failed at the classroom level because of the lack of knowledge about diverse groups and cultures on the part of the teachers, and entrenched resistance by conservative forces. One of the current issues relating to the politics of education is the ways with which state institutions, political ideologies, and competing interests, both within and outside the education community, influence the content, form, and functioning of education. A number of studies focusing on the political aspects of education and educational policy-making examine how the concept of multiculturalism is dealt with within a globalized world. Here are a few instances to show how the number of western countries attempts to take charge of the concern of multiculturalism in their national systems. In Britain education is a field characterized by racial inequalities, given the noticeably poor performance of Black and Minority Ethnic children in schools. Multiculturalism is overshadowed by notions pertaining to diversity, citizenship, and nation-building. The radicalization of young Muslims in Britain, community cohesion, and the educational policies set by the governments are central, as is the significance of 'whiteness' and the role that White and middle-class culture plays in modern Britain. In the Netherlands, while multiculturalism was once the main objective regarding the future of Dutch society, it is nowadays apparent that assimilation weighs far more heavily. Policies designed to combat educational disadvantage in the Netherlands are often dictated by the political ideology of whatever political party is in power, with the main differences between 26

left-wing and right-wing parties extending towards the area of education. In Germany government policy and ideology helped promote a 'Europeanized national identity' so as to promote the needs of a multicultural society. Germany continues to struggle with shifting its educational policies from maintaining a Europeanized identity to a novel dimension of multicultural citizenship. Educational policies in Germany and citizenship education, from the times of the Weimar Republic, through Nazism, to the postwar division of the country, have always been instrumental in shaping society. In the US a key issue dominating education at the national level was Civil Rights and the lack of equality of educational opportunities. The appearance of new immigrant groups, expansion of Civil Rights, and globalization have revamped the US education system to an extent that what was once considered the domain of state and local authorities nowadays includes the federal government. Both schools and states have resisted federal interference in educational policies. Increased educational opportunities available to disadvantaged groups and immigrants alike have lessened the career prospects of those pupils coming from the native-born middle class. In addition, there are growing fears expressed by the business sector concerning a lack of competitiveness of the American labor force in the midst of the worldwide financial crisis and the overall impact of economic globalization. In Canada, inequalities continue to persist in education despite various educational strategies. The pertinent cultural differences between the First Nations peoples, the British and French communities, as well as the immigrant population, are often reflected in Canada's understanding of multiculturalism and education. Interestingly, education in Canada is a provincial matter rather than a federal issue, thus affecting many of the federal government's initiatives to defend multiculturalism. More than many other western nations, Australia has embraced multiculturalism as a national educational agenda. Thus, considerable research in the sociology of education has examined the effect of this perspective on educational outcomes. Not only has there been a growing concern about Aboriginal education and life chances, but also in the teaching of non-Aboriginal youth about Aboriginal culture. Likewise, the significant increase in European, Asian, and Latin American immigrants to Australia has resulted in substantial research on the adaptations of diverse groups to Australian society. For an examination of multiculturalism in Australia and its exploration in the sociology of education. 27

2.3 The transition from pre-capitalist to capitalist social formations and its impact on educational structure and function

Pre-capitalist social formations across the globe depict many common practices that have emanated from the diverse form of human engagement with land in the process of petty-commodity production and its nature and character vary in different social formations and those features were considered as the main identification mark of peasant societies. In fact, pre-capitalist social formations did not consist of any single mode of production rather it consisted of a conglomeration of social formations that existed across the globe in the different historical epochs of the past. One of the common characteristics of the pre-capitalist modes of production was that 'in most of the cases the relations of production went major changes from one pre-capitalist mode to another, but the forces of production remained more or less unchanged across the social formation with minor exceptions. However, the capitalist mode of production profoundly transformed the forces of production and the relations of production at such a level that in the past social formations would be able to accomplish it. Every social formation sustains and reproduces itself through the extraction and accumulation of resources from the original producers. The nature and intensities of the extraction of the original producers' capitalist social formation radically differed from all other social formations in the past. In all other modes of production custodians of the means of production subjugated the original producers engaged in petty-commodity production inland, in various forms to the reproduction of the system itself. However, the emergence of the capitalist mode of production precisely marked a radical departure from the earlier patterns of social production where the land and various forms of productive engagement in the land determined the social and economic boundaries of the social formation. On the contrary, the capitalist social formation generated a whole lot of new economic and social avenues strictly outside the purview of the agrarian subsistence economy. It opened radically a new horizon in social production which was located far away from the traditional centers of production i.e. the agricultural fields (in the case of all other non-capitalist social formations in the past and contemporary times). In the capitalist mode of production, free wage laborers engaged in the production of commodities for the larger market have hardly any autonomy or choice in the nature and character of the commodities produced by them. In contrast to the labor-intensive technique of production of the pre-capitalist social formations, the capitalist mode of production was based on the capital intensive methods of production marked by the substantial dependence on machines and modern technologies. Thus, by utilizing modern technology it acquired a qualitative leap in all aspects of material production and it surpassed all other previous modes of production in terms of productivity and efficiency. The revolutionary advances attained by the capitalist mode of production contributed to the mechanization of material production and in turn, led to the industrialization and urbanization of those very centers where capitalist production was concentrated. The further expansion of the capitalist mode of production into all aspects of the human needs gradually resulted in the decline of the centrality of the agrarian production in the national economies. The expansion of the capitalist mode of production also directly contributed to the emergence of money as the medium of exchange between commodities in the market place thereby outdating the pre-capitalist forms of barter and other such exchange of goods in kind. In other words, the kind of revolutionary changes brought about by the capitalist mode of production in all aspects of social lives had no parallel in other non-capitalist social formations. In its West European heartland where it first appeared, the capitalist mode of production completely undermined the centrality of the peasant-petty producers in the countryside. The consolidation of the capitalist social formations also laid the material foundation for the emergence of the modern nation-state system out of the numerous kingdoms, principalities, and empires in Western Europe. As recently as the mid-1960s educational policy-makers in the poor countries projected a mood of optimism concerning the continuing expansion of educational opportunity and the contribution of schooling to social and economic development. Anticipating to copy the educational past events of the advanced capitalist countries, the governments of many new nations adopted universal primary education as a medium-term or even short-term objective. Expanded schooling, it was widely thought, could break 'human resource bottlenecks' in the development process, and undercut entrenched privilege as well. But by 1965 the rates of growth of enrolments had begun to fall. In the non-communist poor countries as a whole primary school enrolments failed to keep pace with population growth, contributing to an increase in the number of illiterates.' During the past decade, 29

evidence has begun to accumulate suggesting that the structure of schooling not only inhibits economic growth but also contributes to economic inequality. Ministries of education around the world, under severe financial constraints, facing growing unemployment among schooled workers, and pressed by unabated popular demands for expanded access to education are turning to non-formal basic education a rural-based, vocationally oriented, terminal, and (most of all) inexpensive alternative universal primary education. Dashed hopes breed second thoughts. An era of inadequacy offers a re-examination of the theoretical foundation of the now faded anticipation of the international educational establishment. Economists and other social scientists who have studied schooling in the poor capitalist countries have shared with educators, virtually unanimously, the conviction that educational policy can be a major instrument in promoting economic growth and, more recently, in achieving a more just distribution of economic rewards. This putative egalitarian and growth-inducing efficacy of educational policy is based on two fundamental propositions: first, that educational policy has strong direct or indirect effects on the rate of economic growth and the distribution of economic rewards; and second, that educational policy is sufficiently independent of the main economic relations of society to be considered an 'exogenous policy instrument'. The importance of schooling in the economic growth process and in the distribution of its rewards seems indisputable, though, to be sure, for quite different reasons than those proposed by the human capital school. However, even the most cursory reading of the history of capitalist societies suggests that the liberal view of the state as independent and egalitarian, will not provide an adequate basis for investigating the relationship between economic growth, education, and inequality nor will it shed much light on the dynamics of educational development in the context of capitalist growth. Both educational inequality and inequality of income reflect the class structure of capitalist societies. To understand the position of education in capitalist social formations, then, requires an analysis of the dynamics of class relations. In order to illuminate the link between the social organization of work and the school and to locate both in the dynamics of the capitalist economy as a whole, we use the Marxian concept, class, rather than other conceptual social aggregates based on status, income, or type of commodity produced. Two quite different types of class relations are presented: relations within a given labor process, for example, 30 capitalist-worker, and relations which span distinct labor processes, for example, peasant-worker.

2.4 Education and Social Groups

Figure 2.2 represents Different Social Groups Just as every human being is born in a society, everywhere, social life resides in either large or small groups. The word 'group' is used in various ways. There might be a group of people overpassing the street while there might be a group, which is watching a game in progress. The group is viewed in a distinct way in sociology. It has already been mentioned that the basic passion of sociology is human social behavior. This leads to a study of how people relate to each other or interact with each other. Henceforth, The social group would consist of (i) a group of two or more persons; ii) a designed interaction which means there is a continuity in the social relations, based on values, shared beliefs and norms); and iii) the interaction with each other is maintained over a period of time. In order to content a few human needs, groups are formed. A basic need is survival and a family, which is an example of a group, enables us to meet this need. As individuals, it is not possible to fulfill all the needs. It is through the groups that the needs are met. We acquire many contentments by residing in groups and henceforth, it is vital to be part of a 31 group. The unity of a group lies in the number of interactions and the emotional connection for each other. The division of social groups in two primary types is based on the extent of connection the person would have to be in a group. The considerable categorizations are (i) primary and (ii) secondary groups. i. The group in which members have intimate or close relations and also there is emotional involvement is called as a primary group. Since it is mainly accountable for the nurture of social ideas of a person hence it is called a primary group. We can go for a more accurate definition from this explanation which is that the primary group is inclusive of the personality of an individual. Family is the best example of a primary group. As one tries to analyze one's behavior within his or her family and it's functions, the family functions for each individual member, the significance of a primary group in building the ideas, norms, and beliefs of the members can be understood by an individual. Between the larger society and the individual, the primary groups which are playgroup, a community, family, etc act as a link. ii. There are secondary groups that are in contrast to the primary group. Members interact in a peculiar range of activities in the secondary group. In the Secondary group, the relationships are more for a particular purpose, they are more casual and impersonal. An example of a Secondary group can be a student body of big college since they interact with each other as students. Similarly, People working in a factory can also be considered an example of a secondary group since they connect with each other as workers. Thus, we can see how a relationship differs in the workplace and a family. From this, we can make out the differences between primary and secondary groups. In order to understand social behavior for each group, the understanding of the nature of the groups and their functions is very essential. 32

2.5 Sociological Perspective on Education Figure 2.5 Represents

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the Sociological Perspective on Education- Functionalist View The sociological outlook on education targets both, the interrelationship between education and different aspects of society

and the technique of education and to understand how education impacts social processes and gets influenced by them is a major concern. The seeds of the

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sociology of education were laid in the writings of Plato and others (about some of whom we have read in earlier sections) who focused on the role of education in laying the foundation of social order and supporting the state. Nevertheless, Sociology of education was engraved as a specially designed area of inquiry. It was later, the French Sociologist- Emile Durkheim stressed the requirement for a sociological approach to the study of education.

Initially, it was explained as 'educational sociology' by Jayaram (1990). Around the 20th century, Canada accommodated a large number of migrants

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with the community and the school at large. The complexity of demands imposed by industrialization confounded the problem. The major questions before them were regarding (i) effective means by which immigrants could be blended with the community; (ii) nature, scope and design of education for rural children who were being

introduced to

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the formal way of education for the first time; and (iii) impact of religious affiliations, ethnic identities, languages, and on patterns of learning behavior. In order to address these issues, it was necessary to gauge the social 33 problems of education, to understand the linkage between social factors and education. The result was the coming together of sociologists and educationists and the consequent emergence of 'educational sociology'. The scope of educational sociology was defined in terms of providing the basis for determining the objectives of education; place of education in society; and the interplay between school and the community. Over the years educational sociology failed to keep the interests of both educationists and sociologists alive and gave way to what is now referred to as 'sociology of education'. Sociology of education surfaced as a legitimate field of inquiry due to the interest of sociologists in the process of education. More and more sociologists endorse the contribution of education in society. In the words of Mannheim "Sociologists do not consider education merely as a way of understanding abstract ideals of culture, such as technical or humanism specialization, but as a component of the process of influencing men and women. Education can only be understood when we know for what and for what social position the pupils are being educated". The sociological perspective on education establishes the importance of

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social and cultural context of education. While Durkheim focuses on the role of education in the preservation of society and culture (which happens through the transmission of values, knowledge, beliefs, and skills of culture through the family, kinship group and school), Dewey distinguishes between the growth of

Perspectives and

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natural growth of an individual. We need to understand that the goals, values

Theories on Education,

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and skills identified as critical by the social order are transmitted through the process of education. Presently, as social order itself alters, these undergo change. It is for this reason that education is spoken of as a dynamic process. From the vantage point of the aims of education, the dynamic character of education may be explained from a historical perspective. The education system in Rome and Greece was framed in such a way that children learned to supplement themselves to the entity. As explained by Durkheim this aspect more apparently in the following words, "In Athens,

the sought to form cultivated souls, subtle, informed, full of harmony and measure, proficient of enjoying the

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beauty and the joys of speculation; in Rome, they wanted above all for children to become men of action, devoted to military glory, indifferent to letters and the arts. In the Middle Ages, education was above all Christian; in the Renaissance, It assumed a more literary and lay character; today science tends to assume the place in education 34 formerly occupied by the arts". The individual identity was merged with the society. Over a period of time, there was

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transformation in the aims of education noticeable in the shift of emphasis from an individual's subordination to autonomy. In the present day, the education system seeks to develop autonomy and self- identity in an individual's personality. Sociologically, the dimensions of education that have particular salience in society are, the role education plays in the maintenance (or throwing a challenge to) of social order, power structures and social control on the one hand, and

it's a contribution towards carrying out social change on the other hand. A bigger component of these is driven by schooling which is inclusive of the pattern of interaction between and among students and teachers, the content of teaching and nature, range

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of learning, and other aspects. Another aspect is the school-community matrix.

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Education formerly occupied by the arts". The identity of a person was merged with the society. Over a period of time, there was

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transformation in the aims of education noticeable in the shift of emphasis from an individual's subordination to autonomy. In the present day, the education system seeks to develop autonomy and self-identity in an individual's Personality. Sociologically, the dimensions of education that have particular salience in society are, the role education plays in the maintenance (or throwing a challenge to) of social order, social control and power structures on the one hand, and

it's a contribution towards effecting social change on the other. Another aspect is the school-community matrix. In current years, the politics of the

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educational curriculum, the medium of instruction, and the role of the school in society is a crucial issue before sociologists. Interestingly,

sociologists are re-examining

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the role of the school in society. In fact, sociologists are questioning the basic premise that education is the sole factor that leads to social and human development. Alternatively, does it lead to social and human development at all? 2.6 Summary This Unit

can be summarized as under: •

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Children learn about the group's history, wars, victories, and defeats, and heroes,

through stories, proverbs, riddles, songs, and legends by the elders.

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Among indigenous people who were not exposed to the formal system of 35 education in schools,

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these were the non-formal ways of preparation for adulthood. •

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Those who survive by gathering and hunting educate their boys to make weapons and their girls to gather food from

woods. • The conveyance of cultural wisdom and information takes place through oral tradition in the absence of formal schooling and written texts. Children learn about the victories, defeats, wars, heroes, and the group's history through riddles, stories, proverbs, songs, and legends narrated by

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the elders. • Children who study the behavior of the epic heroes learn (i) the characteristics and qualities that make life worth living; (ii) the behaviors expected of warrior-knights, and (iii) the flaws or weaknesses in human character that brought harm to oneself and one's friends (Ornstein and Levine 1987: 84). Greeks laid greater emphasis on

the participation of children in culture than on formal schooling. •

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In ancient Rome, education was aimed at raising politicians and able administrators. It was reserved for those who could afford to pay for it and had the time to attend school. •

European education was transmitted in institutions that identified with the church monastic schools, chantry, and the elementary parish in the medieval period or middle ages. •

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In the Renaissance period, the scholastic model was challenged. The cleric was no longer regarded as representing an educated person

though he was trained in scholastic logic. • In order

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to devise 'natural laws' that established the idea that all natural processes follow

a plan, scientists used objective methods. People were inspired in The Enlightenment period specifically for improving their lives and solving their problems. • The word 'group' is used in various ways. There might be a group of people overpassing the street while there might be a group, which is watching a game in progress. The group is viewed in a distinct way in sociology. 36

• The division of social groups in two primary types is based on the extent of connection the person would have to be in a group. The considerable categorizations are (i) primary and (ii)secondary groups. •

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The sociological outlook on education targets both, the interrelationship between education and different aspects of society

and the technique of education and to understand how education impacts social processes and gets influenced by them is a major concern. •

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Education can only be understood when we know for what and for what social position the pupils are being educated".The sociological perspective on education establishes the importance of

the social and cultural context of education. • Over a period of time, there was a

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transformation in the aims of education noticeable in the shift of emphasis from an individual's subordination to autonomy. In the present day, the education system seeks to develop autonomy and self-identity in an individual's Personality 2.7

Key Terms Group: In order to content a few human needs, groups are formed. It consists of 2 or more people, It can be large or small. The word 'group' is used in various ways. There might be a group of people overpassing the street while there might be a group, which is watching a game in progress. Primary group: The group in which members have intimate or close relations and also there is emotional involvement is called as a primary group. Secondary Group: Members interact in a peculiar range of activities in the secondary group. An example of a Secondary group can be a student body of big college since they interact with each other as students. Social Behavior: The basic passion of sociology is human social behavior 2.8 Check Your Progress 1. What did Education in Greece emphasize on? 2. What was the aim of Education in Rome? 37
 3. What are the 3 features of a Social Group? 4. What is the necessity of group formation? 5. List down the categories under which social groups can be divided. 38
 Module: II Theoretical Perspective of Educational Sociology 39
 Unit: 03 Theoretical Approaches to Educational Sociology Structure 3.0 Introduction 3.1 Unit Objectives 3.2 Functionalism 3.3 Conflict Theory 3.4 Interactionism 3.5 Standpoint theory 3.6 Social Theory 3.7 Summary 3.8 Key Terms 3.9 Check Your Progress 3.0

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Introduction In any society, in order to socialize the individual, and to transmit its culture to the young, there is an in-built mechanism. As a simple society converts itself into a modernized and industrialized

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state, directions for the young become frequently modified, complex and firmly connected with other features of the society, this calls for the learning processes which are accomplished by establishing a formal

education system.

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We will understand the significant theoretical approaches towards the understanding of the sociology of education in this unit. It deals with education as a field of study and provides a wide overview of methods and researches used by sociologists.

Some of the influential theoretical approaches like Conflict Theory, Functionalism, and interactionism which are used in Sociology of Education will be described in detail in this unit. 40

3.1 Unit Objectives After completing this unit, one will be able to understand various theories that come under

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theoretical approaches towards the understanding of the Sociology of Education. The

Theories that we understand are: • Conflict Theory - Contrast to the Functionalists in terms of Basic approach • Functionalism • Interactionism • Standpoint theory • Postmodernism 3.2 Functionalism In Module 1 we had discussed in brief about Functionalism. In this unit, we will understand the same theory in detail, and against the basic theory of understanding of Socialization that we have,

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we will explore the approaches of two functionalists, Durkheim and Parsons.

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Functionalism handles society as a self-regulating system of connected elements with structured social relationships and observed regularities. Functionalists identify society as similar to a biological organism which is composed of many unique but interdependent parts with each part contributing to the survival or functioning of the complete system. All the parts are not only interdependent but also accommodated and interconnected to each other. An alteration in one part is believed to affect other parts; the malfunctioning of one part is dealt with by other parts in a coordinated way so as to maintain the symmetry of the whole system. Functionalists do not give weightage to hasty changes in the whole system. They lay insistence on the absence of disturbing internal factors that disturb the overall stability of the system. Various units or components of the society operate in consonance with common values, perceptions,

beliefs, and sentiments of the system. By guiding principles of society, this consensus or agreement is achieved through the socialization of individuals. The family is the primary agent of socialization

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in simple or folk societies. In modern or industrialized societies, socialization is often mediated by educational institutions apart from families. 41

Figure 3.1 Describes the Functionalist Theory Source: <https://www.thoughtco.com/functionalist-perspective-3026625> As per Durkheim (1956), to transmit society's norms and values is

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the major function of education. The collective life or survival of society is possible only with a sufficient degree of homogeneity among various members of Society.

Education preserves and reinforces these homogenizing principles of the society in a child from the beginning. Durkheim states that the purpose of education is to evolve and instigate

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a secure number of moral, intellectual, and physical needs that are expected of him by both political society as a whole and the social milieu for which he is specifically destined

in the child.

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Education is the authority exercised by the adult generation on those that are not yet ready for social life.."

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He highlights the role played by education in installing 'social being' in the 'individual being.' The individual being is made up of mental states that apply only to himself herself and to the events in his/her personal life. The social being embodies a system of practices, ideas, and sentiments of the group of which it is a part. The process of socialization of a newborn differentiates human beings from animals. In

the words of Durkheim, Whatever

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an animal has been able to learn in the duration of his individual existence, almost nothing can sustain him.

On contradictory,

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the outcome of human experience is conserved almost entirely and in detail, thanks to 42 instruments, sculptures, books, tools, instruments of every kind that are passed from generation to generation, oral tradition, etc." The

parental figure for them in school.

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The socialization process among peers is distinct from the school and family and it gives "a platform for the exercise of independence from

the control of the elders"

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and also supports secondary sources of reward. Functionalists are criticized for their perception that the educational systems operate as an integrative mechanism of society and treat children equally. These criticisms arise from critical theorists who argue that the educational system is a medium of the ruling elite and not representative of

the entire society. 3.3 Conflict Theory Figure: 3.2 Represents Introduction of Conflict Theory Source:

<https://www.slideserve.com/wood/conflict-theory-introduction-1282630> Conflict theory was first supported by Karl Max. It is a theory that society is in a state of constant conflict because of competition for definite resources. As per Conflict theory social order is maintained by power and domination rather than conformity and consensus. Those who are rich, they try to hold on to social order with wealth and power mainly by suppressing the poor and powerless. 43 Conflict theory has been used to explain a broad range of, social phenomena, including wars, discrimination, revolutions, domestic violence, and poverty. It attributes most of the fundamental developments in human history, such as civil rights and democracy, to capitalistic attempts to control the masses as opposed to a desire for social order. Central principles of conflict theory are the concepts of the division of resources, social inequality, and the conflicts that exist between different socioeconomic classes. Many kinds of societal conflicts throughout history can be explained using the central principles of conflict theory. Some theorists, including Marx, believe that societal conflict is the power that ultimately drives development and change in society. The conflict between two elementary classes was being focused on Marx's version of conflict theory. Each class consists of a group of people restricted by mutual interests and a certain degree of property ownership. Marx theorized about the peasants, a group of people that characterized members of society who possess the most of the wealth and means. The working class is the other group which includes those considered as poor or working class. In order to further support their own supremacy while avoiding others from joining their ranks, Conflict theory accepts that the elite will set up systems of laws, traditions, and other societal structures. Marx theorized that, as the poor and working-class were exposed to worsening conditions, a collective consciousness would raise more awareness about inequality, and this would potentially result in revolt. The conflict circle would finally replay in the opposite direction if, after the revolt, conditions were adjusted to favor the concerns of the working class. The lower class would eventually become the revolter and aggressor, grasping for the return of the structures that formerly maintained their dominance. 3.3.1 The contrast between the perspective of conflict theorist on society from that of functionalists Functionalist vs. Conflict Theories Functionalism 1. Every society is relatively persistent, stable structure of elements. 44

2. Every society is a well integrated structure of elements 3. Every element in a society has a function. (i.e. contributes to maintenance). 4. Every function in the social structure is based on a consensus of values between members. Figure. 3.3 Describes Functionalist In Contrast to Functionalists theories, Conflict Theories emerge sharply in terms of the primary approach. Though society is in a state of unending instability as per conflict theorists,

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yet it is maintained as a body by powerful social groups that bully cooperation from the less powerful. Conflict Theorists treat society as divided into supplementary and superior groups that are identified by a constant power struggle between themselves. It is not relevant that distinct entities would operate in a way that agreement of the whole society is maintained. There is an impending possibility of social instability. Society and its units are continuously changing.

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The impact of conflict in society could be diverse: violent and gradual, manifest and latent, negative, and positive. Conflict theorists restrict their analysis to the interrelationship between two or more units within society

and likely to be more particular.

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According to Althusser whose ideas are derived from Marxism, society is divided into the capitalist class (which owns the modes of production and exercise control) and the labor class (which renders service in the production systems and remains subordinate to the former). The capitalist class requires

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continuous supply of labor power the exploitation of which generates profits. Educational systems are used by the capitalist class to produce the required labor-power. Workers are socialized to accept the ideology of the ruling class which legitimizes the capitalist system and submits to the exploitation of the capitalists.

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The educational system raises the surplus of workers whose skill set is suited to cater to lesser-paid menial jobs. Unemployment and availability of replaceable labor bring control over the workers and keeps the wages to a minimum. The governing structure and curricula of the

education

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treats all children as equals and follows the rules and regulations of the school. 45

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Functionalists are criticized for their perception that the educational systems operate as an integrative mechanism of society and treat children equally. These criticisms arise from critical theorists who argue that the educational system is a medium of the ruling elite and not representative of

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entire society. According to Collins (1972), the functional role played by education in fulfilling the needs of

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division of labor is criticized as an exaggeration. There is no evidence to prove that education supplies

the knowledge and skills necessary for occupations. 3.4 Interactionism A symbol is a stimulus that is abstract and arbitrary to which meaning is applied. Symbols are things that are used to represent other things. The following collections of letters "Arbol" "ki" "arbre" "baum" "pokok" and "shu" are symbols arbitrary created by specific cultures to represent a particular type of organic growth that we might see—a tree. Language may be an idea of a collection of symbols that are prepared according to regulations to communicate. Now, think about what would happen in our world if there were no symbols and no language. As per Dance & Larson, 1972, page 10 The term "sign" is defined as "a stimulus and is often used instead of gesture, with having a fixed single and concrete meaning regardless of context. The meaning related to a signal does not change, no matter where it happens or who observes it. 46

Figure 3.4 represents Basic Principles of Symbolic Interactionism Symbols are essential and we require them to have ideas, connect, and coordinate. The significance of symbols to the evolution of humans both as collectives and individuals is at the center of symbolic interaction theory. Symbolic interactionism is substantially about how the presence of symbols is integral to the survival of our minds, societies, and our ideas. Symbolic interaction theory in some ways isn't even a theory and might be more appropriately referred to as a branch of sociology or social psychology. Elements of symbolic interaction can be found in the work of many scholars going back over a hundred years. Nevertheless, the scholar who initially put all the parts together in an understandable and comprehensive treatment of symbolic interaction is usually identified as George Herbert Mead. Later, Sociologist Herbert Blumer described Mead's ideas as "symbolic interactionism." Symbolic interaction provides a strong foundation for understanding human communication as it relates to the role that symbols play in our interactions and relationships with others. The practical use of symbolic interaction is you might be able to better understand how you came to be who you are. Think about the interactions and relationships 47

you've had in your lifetime and how they have impacted the development of yourself, both in positive and negative ways. Recognize that your interactions are also affecting others' senses of self. The meaning you assign to the labels you give people based on their race, age, sex, ethnicity, and relationship to you (friend, brother, teacher, boss) affects your behavior and treatment of those people. Changing your meanings will change your behavior. The terms essential symbols, gestures (conscious gestures), and symbols were all used by Mead to reflect the unique capacity of humans to express an idea through a gesture that has aroused the same meaning in another person. From a contrasting perspective Mead Mead drew from behaviorism, he unified principles which he drew from behaviorism called pragmatism. Among other things, the pragmatists believe that humans do not just respond to the environment, but instead are interpreting their environment—we give meaning to what we feel. It is arbitrary because the assignment of a given symbol to a given stimulus is done simply at the whim of those who first introduced it. Symbols are probably the single most important quality that gives us our humanness, separating us from all other animals. Without symbols no other human creation is possible. Symbols allow us to memorize and remind, to plan and evaluate, to accommodate, to communicate abstract thoughts, to think about the future, and to consider alternatives and outcomes. Since Symbols are placed at the center of the visualization of the theory presented in the chapter introduction, surrounded by mind, self, and society that's why they are at the heart of symbolic interactionism. Think about some visual image that you hold in your memory—the house you grew up in, your bedroom, your family, a memorable scenic view. How successfully do you think you'd be in being able to recreate in the other person's mind the same image you hold? Probably not very complete. As we acquire symbols we become empowered to interact with others using those symbols. As defined by the communication author, "A process in which humans interact with symbols to construct meanings is termed as symbolic interaction. Without symbols, we will not be able to understand our own experiences and those of others, acquire ideas and information, share feelings, and come to know other people." Charon defines symbolic interactions as "those times where people determine on their actions primarily based on thinking of other people's actions; in essence, we are constantly performing and reacting symbolically." 48

Symbols allow us to intentionally communicate. Symbols allow us to express and understand each other's thoughts, ideas, and feelings. As you read these words (symbols) you are giving each little inkblot meaning, hopefully, the same meaning that we Committed. Nevertheless, symbolic interaction encompasses a lot more than simply communicating through symbols. There are 2 significant points inherited in a symbolic interaction, first is 1) we are accustomed to other people's acts and recognized interpretations and secondly, we are connected to Society through our symbolic interactionism. We can take an example of a newborn baby who is Imagine a newborn who is deserted from all human contact except for being clothing, cleaning, and bedding but during that time no communication takes place, no one speaks or makes any significant gestures After eight years the child is brought out for other people to observe. How would that child act? What would that child's thoughts be? Unfortunately, such a child would be animal-like, unable to communicate any more than your pet dog or kitten and incapable of any symbolic thought, or even recognizing his or her own self or identity. Without communicate that arises from symbolic interaction, there is no society "Society, then, is people interacting over time: acting with one another in mind, adjusting their acts to each other as they go along, symbols create and maintain the societies within which we exist. They are used to socialize us; they make our culture possible; they are the basis for ongoing communication and cooperation, and they make possible our ability to pass down knowledge from one generation to the next. 3.5 Standpoint theory Standpoint Theory is a theory found in some scholastic orders which are utilized for dissecting between abstract talks. This assemblage of work recommends that authority is established in people's information; their points of view, and the force that such authority applies. Standpoint Theory's most significant idea is that a person's own viewpoints are molded by their social and political encounters. Stand Point Theory are contended to be multifaceted instead of essentializing: for instance, while Hispanic ladies may, for the most part, share a few points of view, especially with respect to ethnicity or 49 sex, they are not characterized exclusively by these perspectives regardless of some regular highlights there is no basically Hispanic female personality. Gathering encounters make a general and changeless point of view of a colossal circumstance however without individual encounters, one's outlook can't turn out to be really fathomable. The amalgamation of an individual's many experienced measurements shapes an outlook—a perspective—through which that individual sees and comprehends the world. Standpoint theorists scholars underscore the utility of a naturalistic, or regular experiential, idea of knowing i.e., epistemology. One's standpoint (regardless of whether reflexively considered or not) shapes which ideas are coherent, which cases are heard and comprehended by whom, which highlights of the world are perceptually remarkable, which reasons are comprehended to be significant and intense, and which ends are dependable. 3.5.1 Feminist Standpoint Theory Initially, there appears a strain between the traditional lingual assumption that a universal, general, and abstract account of ability and scientific inquiry is attainable and thus the politically inflected feminist claim that such analyses are only properly understood within the social contexts during which they arise, and in terms of the biases and prejudices those contexts generate. From the outset, then, feminist epistemologies seem to be located within the contradictory pull of the politicized material and experiential concerns of feminism and therefore the abstract universal concerns of epistemology. Feminist epistemological projects have evolved beyond the critical to reframe though these projects began as a critique of that tradition and conceptualize the concern of knowledge. Feminist epistemology doesn't adopt a monolithic critical position with reference to a standard canon of epistemological work; rather it consists of a spread of feminist epistemological approaches, of which feminist standpoint epistemologies form a strand. 3.5.2 Historical Roots of Feminist Standpoint theory The ancestry of feminist perspective theory began in Hegel's account of the master/ slave dialectic, and in a while in Marx and, particularly, Lukacs' evolvement of the concept of the viewpoint of the running class. Hegel disagreed that the abused slave can finally reach a state of freedom of consciousness as a conclusion of her or his realization of self-consciousness through struggles against the master and via 50

involvement through physical labor in projects that enabled him or her to shape the world—to impact it in several ways. Hegel's evaluation of the conflict inherent in the master/slave courting gave upward push to the perception that oppression and injustice are better analyzed and understood from the goal of view of the captive than from that of the ruler. Later, Engels and Marx formed this Hegelian idea within the foundation of the dialectic of refinement consciousness, thereby giving rise to the notion of a standpoint of the proletariat (the producers of capital) as an epistemic position that, it had been argued, provided a superior start line for understanding and eventually changing the planet than that of the controllers and owners of capital. The Hegelian and Marxist customs, at that point, give the beginning of stance scholars' case that the 'twofold vision' stood to individuals who experience social relations from a dependable balance of negligibility can, under certain circumstances, offer them an epistemic advantage. In spite of the fact that their family history starts in the Hegelian and Marxist conventions, some present Feminist Standpoint theories are additionally found soundly inside an empiricist custom in epistemology. These women's activist epistemologies stretch out the conventional empiricist duty to experience and perception as the beginning stages for information. Following Quine and his replacements, they perceive and recognize that perception is hypothesis loaded and that those speculations themselves are antiquities of our making. They likewise draw on the knowledge that a lot of perception-based information can fill in as similarly tenable proof for more than one of those speculations. 3.6 Social Theory Figure 3.6 Represents the need to study Social Theory Social theories are logical structures, or standards, that are utilized to examine and decipher social marvels. An apparatus utilized by social researchers, social hypotheses identify with authentic discussions over the legitimacy and 51

dependability of various approaches (for example positivism and antipositivism), the supremacy of either structure or organization, just as the connection among possibility and need. Social theories in a casual nature, or origin-based outside of scholastic social and political theory, might be alluded to as "social analysis" or "social critique", or "social analysis" and might be related both with the formal social and abstract grant, just as other non-scholarly or editorial types of composing. Social theories by definition are utilized to make differentiations and speculations among various sorts of social orders and to dissect advancement as it has risen in the previous barely any hundreds of years. Social theories as today are perceived developed in the twentieth century as an unmistakable order and were to a great extent compared with a mentality of basic reasoning and the craving for information through a posteriori technique for revelation, instead of from the earlier strategy for custom. 3.6.1 History Prior to the nineteenth century, the social theory was largely narrative and normative, expressed in story form, with ethical principles and moral acts. Thus religious figures can be regarded as the earliest social theorists. In China, Master Kong (otherwise known as Confucius or Kung Fu-tzu) (551–479 B.C.E.) envisaged a just society that improved upon the Warring States. Later in China, Mozi (c. 470 – c. 390 B.C.E.) recommended a more pragmatic, but still ethical, sociology. In Greece, philosophers Plato (427–347 B.C.E.) and Aristotle (384–322 B.C.E.) were known for their commentaries on social order. In the Christian world, Saint Augustine (354–430) and Thomas Aquinas bothered themselves, particularly with the right society. St. Augustine, who saw the late Ancient Roman society as corrupt, theorized a contrasting "City of God." Prior to the nineteenth century, the social theory was largely narrative and normative, expressed in story form, with ethical principles and moral acts. Thus religious figures can be regarded as the earliest social theorists. In China, Master Kong (otherwise known as Confucius or Kung Fu-tzu) (551–479 B.C.E.) envisaged a just society that improved upon the Warring States. Later in China, Mozi (c. 470 – c. 390 B.C.E.) recommended a more pragmatic, but still ethical, sociology. In Greece, philosophers Plato (427–347 B.C.E.) and Aristotle (384–322 B.C.E.) were 52

known for their commentaries on social order. St. Augustine, who saw the late Ancient Roman society as corrupt, theorized a contrasting "City of God." European philosophers also theorized about society and contributed important ideas to the development of social theory. Thomas Hobbes (1588–1679) saw the social order as being created by people who have the right to withdraw their consent to a monarchy. John Locke (1632–1704) recognized that people can agree to work together. Baron de Montesquieu (1689–1775) postulated a natural social law that could be observed. Jean-Jacques Rousseau (1712–1778) believed that people working together can create the laws needed to establish a good society. Edmund Burke (1729–1797) saw society is an organic whole. Immanuel Kant (1724–1804) believed that only the rational, moral person, not ruled by passion, can be free. Georg Wilhelm Friedrich Hegel (1770–1831) described the way in which rationality and morality develop together as people reflect on society. European philosophers also theorized about society and contributed important ideas to the development of social theory. Thomas Hobbes (1588–1679) saw the social order as being created by people who have the right to withdraw their consent to a monarchy. John Locke (1632–1704) recognized that people can agree to work to get more elaborate social theories (known as classical theories) were developed by European thinkers after several centuries of drastic social change in Western Europe. The Reformation, Renaissance, and the Enlightenment were followed by industrialization, urbanization, and democracy. Traditional ways of life were crumbling. The authority of the church, the king, and the upper classes was challenged, families were separated by the migration to the city, and previously self-sufficient farmers became dependent upon others for their daily needs. New means of transportation and communication increased the speed of change, and the individual came to be seen as a person worthy of rights and privileges. The classical theorists tried to make sense of all of these changes. Their theories are known as "grand theories"—comprehensive views that attempted to explain all of society with a single set of concepts. They usually included the Christian idea of "social progress" and religious elements, although the theorists themselves were not necessarily religious. Early in the twentieth century, a social theory began to include free will, individual choice, and subjective reasoning. Instead of classical determinism, human activity was acknowledged to be unpredictable. Thus social theory became more complex. The "symbolic interactionist" perspective of George Herbert Mead (1863–1931) argued that individuals, rather than being determined by their environment, helped shape it. Their roles and person's identity in relationships is a primary aspect of this theory. The "social conflict" perspective, based on Marx's theory, focused on the unequal distribution of physical resources and social rewards, particularly among groups differentiated by race, gender, class, age, and ethnicity. Since it included studies of prejudice and discrimination, it not surprisingly became a favorite of women and minorities. Conflict theorists believe that those in power created society's rules for their own benefit and, therefore, that conflict and confrontation may be necessary to bring social change. These three perspectives became the dominant paradigms within sociology during the twentieth century. Each paradigm represents a historical development and new areas of exploration about society. Generally, theorists have advocated one perspective over the others. The latter part of the twentieth century and into the twenty-first century saw the emergence of several new types of social theory, building on previous approaches but incorporating new ideas both from within sociology and the social sciences, but also from more distant fields in the physical and life sciences, as well as incorporating new philosophical orientations. The social theory alludes to thoughts, contentions, theories, psychological tests, and illustrative hypotheses about how and why human social orders or components or structures of such social orders come to be framed, change, and create overtime or disappear. Usually supported in research institutions as a core component of the discipline of sociology, the social theory most commonly encompasses the range of explanatory concepts, analytical tools, and heuristic devices on which sociologists and social scientists draw in their efforts to interpret statistical or qualitative data about particular empirical social phenomena. Social theory in this relatively narrowly delimited sense is usually thought of as more or less synonymous with the term "sociological theory." But many common understandings of the scope of the field also imply a wider range of reference than this. Social theory can name general wellsprings of thoughts regarding social 54

marvels applicable to different controls of the sociologies and humanities, for example, human sciences, political theory, financial aspects, history, social and media studies, and gender studies. And social theory can also be thought of as incorporating normative concerns bearing on debates about desirable ends or values of social life—about how social life ideally must be in a fashion that overruns firmly with problems in the areas of felony philosophy, political and moral. As a social theory in most of its central concerns names, only a practice of systematic theoretical thinking relevant to particular substantive problems or questions in sociology and other social-science disciplines, some headings in this bibliographical survey of the field will be found to overlap thematically with other Oxford Bibliographies entries in sociology.

3.7 Summary This Unit can be summarised as under: - ●

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Functionalism handles society as a self-regulating system of connected elements with structured social relationships and observed regularities. • Functionalists identify society as similar to a biological organism which is composed of many unique but interdependent parts with each part contributing to the survival or functioning of the complete system. •

Conflict theory was first supported by Karl Max. It is a theory that society is in a state of constant conflict because of competition for definite resources. As per Conflict theory social order is maintained by power and domination rather than conformity and consensus. Those who are rich, they try to hold on to social order with wealth and power mainly by suppressing the poor and powerless. • In Contrast to Functionalists theories, Conflict Theories emerge sharply in terms of the primary approach. Though society is in a state of unending instability as per conflict theorists,

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yet it is maintained as a body by powerful social groups that bully cooperation from the less powerful. Conflict Theorists treat society as divided into supplementary and superior groups that are identified by a constant power struggle between themselves. 55 •

A symbol is a stimulus that is abstract and arbitrary to which meaning is applied. Symbols are things that are used to represent other things. The following collections of letters "Arbol" "ki" "arbre" "baum" "pokok" and "shu" are symbols arbitrary created by specific cultures to represent a particular type of organic growth that we might see—a tree. Language can be thought of as a collection of symbols that are organized according to rules to communicate. • Standpoint Theory is a theory found in some scholastic orders which are utilized for dissecting between abstract talks. This assemblage of work recommends that authority is established in people's information; their points of view, and the force that such authority applies. • The ancestry of feminist standpoint theory commenced in Hegel's account of the master/slave dialectic, and afterward in Marx and, particularly, Lukacs' evolvement of the thought of the standpoint of the working class. • Social theories are logical structures, or standards, that are utilized to examine and decipher social marvels. An apparatus utilized by social researchers, social hypotheses identify with authentic discussions over the legitimacy and dependability of various approaches (for example positivism and antipositivism), the supremacy of either structure or organization, just as the connection among possibility and need. • Social theories by definition are utilized to make differentiations and speculations among various sorts of social orders and to dissect advancement as it has risen in the previous barely any hundreds of years. 3.8 Key Terms Symbol - Symbols are things that are used to represent other things. Conflict theory - Conflict Theory has been used to explain a broad range of, social phenomena, including wars, discrimination, revolutions, domestic violence, and poverty. Social Theory- Social theories are logical structures, or standards, that are utilized to examine and decipher social marvels. 56

3.9 Check Your Progress 1. Explain Conflict theory in brief. 2. What is the significance of Symbols? 3. What is Social Theory? 4. Explain in brief "social conflict" based on Marx's theory. 5. As per Durkheim, what is the purpose of Education in Functionalism? 57

Unit: 04 Theories and Understanding of Social Life Structure 4.0 Introduction 4.1 Unit Objectives 4.2 Social Cognitive Theory of Personality- Bandura 4.3 Social Realism 4.4 Critical Theory 4.5 Rational Choice Theory 4.6 Human Capital Theory 4.7 Summary 4.8 Key Terms 4.9 Check Your Progress 4.0 Introduction

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With the rise in significance of the educational machine and related institutions. In society, various pupils initiated their investigations on education as a valid subject of study. The pupils are not from the field of sociology alone, however from specific disciplines. As a result of the extensive input of scholarship and expertise from numerous disciplines, the bounds between the sociology of training and other collaborating disciplines are greatly blurred. In this Unit, we will discuss the

different theories associated with Symbolic interactionism, explaining the complex social Phenomenon and the evolution of feminism. 58

4.1 Unit Objectives After completing this unit, one will be able to understand different theories that explain the actions of an individual in Society. The theories we will be discussing in this unit are as under: ● Bandura Theory ● Social Realism ● Critical Theory ● Rational Choice Theory ● Human Capital Theory

4.2 Social Cognitive Theory of Personality- Bandura Social cognitive theory is essentially a social getting to know concept primarily based on the ideas that human beings research by looking at what others do and that human concept procedures are critical to information personality. While social cognitive theorists agree that there may be a fair quantity of having an impact on development generated by means of learned behavior due to interplay with the environment in which one grows up, they believe that the individual (and consequently cognition) is just as critical as an environment in determining moral improvement. The social cognitive idea explains conduct in terms of a non-stop reciprocal interaction among cognitive, behavioral, and environmental determinants. It emphasizes that humans study with the aid of observing others. People's interaction with the surroundings, the behavior of others, and one's very own cognition, etc. Act as chief elements in influencing the improvement of the persona of an individual. Albert Bandura was born on December 4, 1925, within the small town of Mundare in northern Alberta, Canada. He received his bachelor's degree in Psychology from the University of British Columbia in 1949. He went on to the University of Iowa, wherein he received his Ph. D. In 1952. After graduating, he took a postdoctoral function at the Wichita Guidance Center in Wichita, Kansas. In 1953, he started out teaching at Stanford University. Bandura became president of the APA in 1973 and acquired the APA's Award for Distinguished Scientific Contributions in 1980. Bandura has presented his principle in a series of books. With Richard Walters as 59 a junior author, Bandura (1959) wrote Adolescent Aggression in which social gaining knowledge of principles had been used to describe personality improvement. This becomes followed with the aid of another ebook Social Learning and Personality Development (1963) wherein Bandura and Walters offered the social mastering standards they had developed. Principles of Behaviour Modification was posted by Bandura In 1969 Bandura posted. In this post, he interpreted the function of behavioral techniques based on mastering ideas to the change of behavior, and in 1973 he wrote Aggression: A Social Learning Analysis, in which he tried to offer a unified theoretical framework for reading human ideas and behavior. Bandura's Social Learning Theory of Personality is primarily based on the basis that human conduct is largely acquired and that the concepts of studying are enough to account for the development and preservation of behavior. But the earlier getting to know theorists have been unable to pay enough interest to the social context wherein behavior is taking place. Bandura has carried out a great deal of labor on social studying for the duration of his profession and is well-known for his "Social Learning Theory" which he has recently renamed as "Social Cognitive Theory". It was because of his recognition of self-regulatory and motivational factors mechanisms, Bandura is seen by many as a cognitive psychologist who contributes to a man or woman's behavior, rather than simply environmental factors. This focus on cognition is what differentiates social cognitive ideas from Skinner's basically behaviouristic viewpoint. Bandura theory of social getting to know maybe explained under the subsequent three headings: 1) Reciprocal determinism 2) Self-system 3) Principles of observational learning

4.2.1 Reciprocal Determinism Human behavior has often been defined in phrases of one-sided determinism. In such modes of unidirectional causation, the conduct is depicted as being fashioned and managed either by using environmental influences or with the aid of internal dispositions. Social cognitive theory favors a model of causation regarding triadic reciprocal determinism. In this ideal of alternate causation, distinct personal factors, cognition, conduct, and other environmental influences all operate as 60 interacting determinants that have an effect on each other bidirectionally. Reciprocal causation does no longer suggests that the different sources of effect are of identical strength. Some can be stronger than others. Nor do this the reciprocal influences all arise simultaneously. It takes time for a causal thing to exert its have an impact on and set off reciprocal influences. Figure 4.1 represents Social Cognitive Theory Source: Bandura (1986)

4.2.2 Self-system Information on self-generated impacts subsumed in the self-machine is vital for the explanation and prediction of human behavior. According to Bandura, the three- issue tactics worried in the self-law of behavior via the activation of self-prescribed contingencies. The three additives worried in self-gadget are self-observation, judgmental strategies, and self response. According to Bandura self-efficacy is "the perception in one's abilities to prepare and execute the publications of action required to manage prospective situations" (1995). In different words, self-efficacy is a person's notion in his or her potential to succeed in a particular situation. Bandura described these beliefs as determinants of how humans think, behave, and feel (1994).

4.2.2.1 Sources of Self- Efficiency Virtually everybody can identify the desires they need to accomplish, matters they would like to change, and matters they would like to obtain. However, most people also realize that placing these plans into action isn't always quite so simple. Bandura and others have observed that an individual's self-efficacy plays a primary position in how goals, tasks, and demanding situations are approached. There are 4 major sources of Self-efficacy as per Bandura Theory:- 61

i. Mastery Experiences: The most effective manner of growing a sturdy sense of efficacy is through mastery experiences. (Bandura 1994). Performing an assignment correctly strengthens our experience of self-efficacy. ii. Social Modeling: Witnessing other human beings effectively finishing a challenge is another crucial source of self-efficacy. iii. Social Persuasion: Bandura also asserted that humans could be persuaded to believe that they have the abilities and talents to succeed. Consider a time whilst someone stated something fine and encouraging that helped you reap a goal. iv. Psychological Responses: Our personal responses and emotional reactions to situations also play an essential position in self-efficacy. Moods, emotional states, physical reactions, and strain stages can all affect how a man or woman feels about their personal talents in a selected situation. An individual who turns into extremely apprehensive before talking in public can also increase a weak experience of self-efficacy in those conditions.

4.2.3 Principles of observational learning

Bandura's social cognitive theory emphasizes the social origins of conduct further to the cognitive idea procedures that impact human behavior and functioning. Bandura's social-cognitive method represents a break from conventional theories by means of featuring that cognitive factors are critical to human functioning and that learning can occur in the absence of direct reinforcement. Bandura argued that a number of the traditional principles of learning together with the laws of reinforcement and punishment are more applicable to overall performance than to acquisition. According to Bandura, mastering can arise outside the bounds of pleasure and pain. Thus, humans analyze a remarkable deal truly via looking or gazing others, by means of analyzing about what humans do, and by way of making preferred observations of the world. Albert Bandura built an experiment entitled "Bobo Doll Behaviour: A Study of Aggression." In this test Bandura exposed a group of youngsters to a video, providing violent and competitive actions. For the test Bandura made of a film of certainly one of his students, a young girl, basically beating up a bobo doll. Bobo doll is an inflatable, egg-shape balloon creature with a weight in the backside that 62 makes it bob again up while you knock him down. The girl punched the clown, shouting "sockeroo!" She kicked it, sat on it, hit with a small hammer, and so on, shouting various aggressive phrases. Bandura confirmed this movie to agencies of kindergartners who, as you might predict, appreciated it a lot. They then were let loose to play. In the playroom, of course, have been numerous observers with pens and clipboards in hand, a brand new bobo doll, and some little hammers. The observers recorded that plenty of little youngsters beat the daylight out of the bobo doll. They punched it and screamed "sockeroo," hit it with a foot, sat on it, smacked it with the small hammers, and so on. In other words, they imitated the young woman inside the movie, and quite exactly at that. This might appear like a real nothing of an experiment at first, but consider: These kids changed their behavior without first being rewarded for approximations to that behavior! And while that may not seem extremely good to the common parent, teacher, or informal observer of kids, it didn't match so well with fashionable behaviouristic gaining knowledge of principle. Bandura is known as this phenomenon as observational getting to know or modeling and this theory are usually known as social studying theory. The principle of Bandura has been demonstrated to make powerful predictions and has generated beneficial programs in a huge range of areas of human behavior. Bandura's idea is properly-grounded in research. Its terms are very tight and absolutely described and so that they lend themselves well to empirical research. Probably the maximum enormous contribution of social cognitive theory is its carried out value. However, no matter the above merits Bandura's concept has some obstacles. These limitations are given below: Behaviour has been observed to be more steady than is argued by means of Bandura's principle which focuses a first-rate deal on the situation. Some researchers have argued that the idea lacks attention to organic or hormonal approaches. Probably of maximum importance is the grievance that the concept is not unified. Concepts and approaches which include observational gaining knowledge and self- efficacy have been distinctly researched but there was little explanation about the relationship of al few of the concepts. 63

Social cognitive principle of Bandura is primarily based on the concept that human beings study by way of looking at what others do and that human concept methods are imperative to understanding personality. Social cognitive principle tactics the rationale of behavior in phrases of a non-stop reciprocal interplay between cognitive, behavioral, and environmental determinants. It identifies human behavior as an interaction of personal elements, behavior, and the environment. 4.3

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Social Realism Social Realism is the term utilized for work created by painters, printmakers, photographers, scholars and producers that points to draw consideration to the genuine socio-political conditions of the working course as an implies to evaluate the control structures behind these conditions. Whereas the movement's characteristics shift from country to country, it nearly continuously utilizes a frame of clear or basic realism.

Taking its roots from European Authenticity, Social Authenticity points to uncover pressures between a harsh, hegemonic constraint and its victims. The term is now and then more barely utilized for a craftsmanship development

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that prospered between the two World Wars as a response to the hardships and issues endured by common individuals after the Incredible Crash. In order to create their craftsmanship more available to a

more extensive gathering of people, specialists

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turned to realistic depictions of mysterious specialists as well as celebrities as heroic images of quality within the comfort of difficulty. The objective of the specialists in doing so was political as They wished to reveal the deteriorating situations of the poor and operating lessons and maintain the present governmental and social systems accountable. Social realism should not be puzzled with socialist realism, the official Soviet painting shape that became institutionalized via Joseph Stalin in 1934 and was later adopted through allied Communist parties worldwide. It is also specific from realism as it now not handiest presents conditions of the terrible, however, does so by

means of conveying the tensions among opposing forces, along with among farmers and their feudal lord. However, every now and then the phrases social realism and socialist realism are used interchangeably.

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Social realism traces returned to 19th-century European Realism, inclusive of the art of Honoré Daumier, Gustave Courbet, and Jean-François Millet. Britain's 64 Industrial Revolution aroused challenges for the urban poor, and in the 1870s the paintings of artists consisting of Luke Fildes, Hubert von Herkomer, Frank Holl, and William Small were broadly reproduced in The Graphic.

Figure 4.2 Briefs about Social Realism

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In Russia, Peredvizhniki or "Social Realism" became crucial to the social surroundings that induced the conditions pictured, and denounced the "

evil" Tsarist period. Ilya Repin said that his art paintings turned into

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aimed "To criticize all the monstrosities of our vile society" of the Tsarist period. Similar issues were addressed in 20th-century Britain through the Artists' International Association, Mass Observation, and the Kitchen sink school. Social realist pictures draw from the documentary traditions of the late nineteenth century, together with the paintings of Jacob A. Riis, and Maksim Dmitriyev.

In about 1900, a collection of Realist artists led by way of

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Robert Henri challenged the American Impressionism and academics, in what would become called the Ashcan school. The

time period turned into cautioned by means of

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a drawing through George Bellows, captioned Disappointments of the Ash Can, which seemed inside the Philadelphia Record in April 1915. In illustrations, lithographs, etchings, and artwork, Ashcan artists targeted on portraying New York's vitality, with an eager eye on present-day occasions and the era's social and political rhetoric. H. Barbara Weinberg of The Metropolitan 65 Museum of Art has defined the artists as documenting "an unsettling, transitional time that becomes marked by using self-belief and doubt, pleasure and trepidation. Ignoring or registering best lightly harsh new realities

consisting of

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the issues of immigration and concrete poverty, they shone a positive mild on their era." Notable Ashcan works encompass George Luks' Breaker Boy and John Sloan's Sixth Avenue Elevated at Third Street.

Social Realism, fashion in American paintings originating in about 1930 and referring in its slender sense to artwork treating topics of social protest in a naturalistic or quasi-expressionist manner. In a broader sense, the time period is once in a while taken to encompass the greater standard renderings of American existence generally categorized as American Scene painting and Regionalism, which also can or may also now not take vicinity socially quintessential comment. Figure 4.3 Represents

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Grant Wood's magnum opus American Gothic, 1930, has become a widely known (and often parodied) icon of social realism.

Source: https://en.wikipedia.org/wiki/Social_realism#/media/File:Grant_Wood_-_American_Gothic_-_Google_Art_Project.jpg 66

4.4 Critical Theory Critical theory is the reflective assessment and critique of society and tradition to disclose and task energy structures. It argues that social problems are influenced and created more via societal structures and cultural assumptions than via person and psychological factors. The critical idea has origins in sociology and also in literary criticism. The sociologist Max Horkheimer described a principle as critical insofar as it seeks "to liberate human beings from the situations that enslave them". In political philosophy and sociology, the term Critical Theory describes the Western Marxist philosophy of the Frankfurt School, which was once developed in Germany in the 1930s. This use of the time period requires desirable noun capitalization, whereas "a necessary theory" or "an essential social theory" might also have similar elements of thought, however, it does now not stress the intellectual lineage particular to the Frankfurt School. Frankfurt School's integral theorists drew on the thoughts of Karl Marx and Sigmund Freud. Critical idea maintains that ideology is the primary impediment to human liberation. The critical principle was once set up as a faculty of concept specifically by means of the Frankfurt School theoreticians Erich Fromm, Walter Benjamin, Max Horkheimer, Theodor Adorno, and Herbert Marcuse. The modern imperative idea has moreover been influenced by the aid of the capability of György Lukács and Antonio Gramsci, as desirable as the second generation Frankfurt School scholars, noticeably Jürgen Habermas. In Habermas's work, quintessential idea transcended its theoretical roots in German idealism and stepped forward nearer to American pragmatism. Concern for social "base and superstructure" is one of the final Marxist philosophical ideas in an awful lot of contemporary necessary theory. The critical idea in its unfastened reference founded first off around the way of life of the Institute of Social Research, established in Frankfurt in 1923, and secondly around the extra recent work of Jürgen Habermas. There are many outstanding figures associated with the above Institute. The founders of fundamental concepts placed records in the middle of their strategy to philosophy and society. However, their preoccupation over positive problems blanketed these of the previous and looked forward to future possibilities. 67

Figure 4.4 Displays the overview of Critical Theory After the instance of Marx, they concerned themselves with the forces which moved society closer to rational institutions. They conceived of these rational establishments as making sure a true, free, and simple life, whilst at the identical time being aware of the boundaries which rendered radical change untenable and difficult. Thus their primary challenge was with interpretation and transformation. The critical theorists have been of the view that though all our understanding is conditioned and shaped through historical circumstances, we can at the identical time adjudicate the truth claims independently of our instantaneous social interests. Having defended the possibility of an independent moment of criticism, they additionally tried to justify the quintessential principles on a non-objectivistic and materialistic foundation. 4.4.1 Critical Theory: The Marxian and Hegelian Legacies The major issues of Critical theory are rooted in the writings of Kant, Hegel, and Marx. Kant in his widespread literature on the epistemology aimed at inquiring into the nature and limits of human knowledge. For Kant, such an inquiry should now not be restricted to the evaluation of the contents of consciousness, because they are already prepared and interpreted by means of the understanding subject. Kant supposed his epistemology to be a critique that elucidates and explicates the types and categories of knowledge. However, for Kant, these categories of know-how had to be understood in line with the ideals of mathematics and herbal science, and the status of the knowing subject remained unclear. For Hegel, the revolutionary 68

course to the absolute is feasible solely through an immanent critique of human experience. The intention of such a critique is to unveil stipulations of possibility, unmask phantasm, and error. He visualizes that its using pressure is the dialectic, which opens up and well-known shows the contradictions concerned inside each successive mode of journey 4.4.2 Max Weber and the Enlightened Tradition Max Weber in his evaluation of the innovative explanation of present-day existence posed a problem that became the central preoccupation of western Marxists, because of the early 1920s. Weber, known for his idea of explanation tried to understand a whole complex of tendencies coming under the purview of scientific and technical growth, and because of this its influences of the institutional framework of normal society. Max Weber, described as bourgeois Marx, held the world-historical system of modernization as a modern rationalization. To an Enlightenment tradition records itself as a development towards Reason and in this admire Weber was rightly described as the heir of an Enlightenment tradition. 4.4.3 The Critical Theory of Horkheimer and Adorno Horkheimer maintained that capitalism, besides different disadvantages, imposes struggling on a massive scale. It breeds the emotions of guilt and inadequacy and this process, whilst blockading the progressive political alternate contributes to a new barbarism. Horkheimer and Adorno believed that the vital intention to dominate nature is that which underlies the way our world is appropriated and apprehended in its social and natural realms. Horkheimer and Adorno in their Dialectic of Enlightenment addressed one of the prime concerns of the Frankfurt school, namely, the upward thrust and domination of instrumental reason. They examined the significance of instrumental purpose in the context of the philosophy of the Enlightenment and various forms of enlightenment. While the Enlightenment is understood as referring to the intellectual tendencies in the closing decades of the eighteenth century in Europe, enlightenment is understood as referring to greater encompassing principles. Critical theory in its drained reference focused first of all across the culture of the Institute of Social Research, established in Frankfurt in 1923, and secondly around the more recent paintings of Jürgen Habermas. After the example of Marx, they concerned themselves with the forces which moved society towards rational 69

institutions. They conceived of those rational establishments as ensuring a true, free, and simple life, while at the same time being aware of the limitations which rendered radical alternate untenable and difficult. The critical theory developed itself across the axes of numerous political and historical occasions. The activities between the Nineteen Twenties and Nineteen Thirties had in reality shaken many Marxist followers. The Marxist theory of the day allows down the expectancies of the followers, for, political events and revolutionary exercise had now not coincided with the expectancy derived from it. The number one issues of crucial principle are rooted in the writings of Kant, Hegel, and Marx. Horkheimer and Adorno, Max Weber, and Benjamin Marcuse, those latter personalities had attempted to make Marxism more viable and suited to their own time. However, their concept of what a critical concept has to be was unbelievable for Habermas. He tries to revise the Marxist subculture and reformulate it. Habermas was truly privy to the principal activities that characterized 20th-century history. One of the apparent functions of his philosophical challenge has been from the very beginning its radical democratic individual so as to increase the sector of freedom aimed at harmony between idea and practice. He basically knows that knowledge is historically rooted and hobby bound. In this idea of communication, he contends that all speech is oriented to the idea of real consensus. For him, the essential principle is grounded in a normative standard that is inherent within the very structure of social motion and language.

4.5 Rational Choice Theory

Rational Choice Theory is a formal choice concept that starts off evolved from arguably extensively accepted primary axioms and builds a logically steady choice model for maximizing the objective of a choice-maker. The formal rational Choice theory was mainly involved and utilized in economics, specifically microeconomics, but its effect reaches far wider than economics. Rational choice theory is also known as choice theory or rational action theory. It is a foundation for realizing and regularly formally modeling social and monetary behavior. The fundamental premise of rational desire idea is that a combination of social behavior affects the conduct of person actors, every of whom is making their 70 personal decisions. The idea also focuses on the determinants of the man or woman picks (methodological individualism). The rational preference concept then assumes that a person has preferences amongst the reachable choice options that allow them to state which choice they prefer. These preferences are assumed to be entire (the man or woman can continually say which of two alternatives they think about preferable or that neither is desired to the other) and transitive (if alternative A is desired over alternative B and choice B is preferred over option C, then A is favored over C). The rational agent is assumed to take account of on-hand information, probabilities of events, and manageable expenses and advantages in figuring out preferences, and to act consistently in deciding on the self-determined fantastic choice of action. In easier terms, this idea dictates that every person, even when carrying out the most mundane of tasks, function their very own personal price and gain analysis in order to determine whether or not the motion is worth pursuing the pleasant feasible outcome. And following this, an individual will pick out the gold standard assignment in every case. This may want to culminate in a scholar figuring out on whether or not to attend a lecture or remain in bed, a client determining to provide their own bag to keep away from the 5 pence cost or even a voter finding out which candidate or birthday celebration primarily based on who will fulfill their wishes the first-class on issues that have an have an impact on themselves especially. Rational choice theory is an umbrella time period for a range of models explaining social phenomena as effects of person motion that can in some way be construed as rational. The conduct that is appropriate for the recognition of specific goals, given the boundaries of the situation is called "rational behavior". The key factors of all rational desire explanations are man or woman preferences, beliefs, and constraints. Preferences denote the advantageous or bad evaluations persons connect to the feasible consequences of their actions. Preferences can have many roots, ranging from culturally transmitted tastes for food or other gadgets to personal habits and commitments. Key thoughts of the principle can be traced lower back to the writings of moral philosophers such as Adam Smith. The theory's core was because of this developed through what is now referred to as neoclassical economics. Three assumptions are important: (1) people have egocentric preferences, 71

(2) they maximize their very own utility, and (3) they act independently primarily based on full information. These assumptions have also met increasing criticism from within economics, resulting in changes and the birth of "behavioral economics." This branch uses insights from psychology and the cognitive neurosciences to refine the oversimplified and quite stylized conceptualization of Homo economicus. Rather than brushing aside deviations from the model as cognitive anomalies that would cancel each other out when aggregated to the collective level, behavioral economics, and associated fields try to advance an extra realistic behavioral micro-foundations. There are many different versions of rational preference theory. Depending on the diploma to which they adhere to the assumptions of the neoclassical model, rational desire explanations come in "thin," strictly neoclassical, versus "thick," sociological versions, in which these strict assumptions are relaxed. They vary on three dimensions: (1) the kind of rationality, (2) preference, and (3) individualism assumptions. Rational choice theory is an umbrella term for a variety of models explaining social phenomena as outcomes of individual action that can in some way be construed as rational. "Rational behavior" is behavior that is suitable for the realization of specific goals, given the limitations imposed by the situation. The key elements of all rational choice explanations are individual preferences, beliefs, and constraints. Preferences denote the positive or negative evaluations individuals attach to the possible outcomes of their actions. Preferences can have many roots, ranging from culturally transmitted tastes for food or other items to personal habits and commitments. Key ideas of the theory can be traced back to the writings of moral philosophers such as Adam Smith. The theory's core was subsequently developed by what is now referred to as neoclassical economics. Three assumptions are important: (1) individuals have selfish preferences, 72

(2) they maximize their own utility, and (3) they act independently based on full information. These assumptions have also met increasing criticism from within economics, resulting in adjustments and the birth of "behavioral economics." The rational choice theory has been central to methodological talks about all through the social sciences since of its adherence to a constrained view of human rationality as consistency among inclinations that categorically consider nonsensical modes of conduct not reducible to this portrayal. As with any vigorous inquiry about the convention, strongly contentions proliferate both inside and remotely. Wrangles about inside to the field have tended to center on complex subtleties of the formal theory as well as the reasonableness of partner consistency of choice with choices characterized by contract self-interest. Though the previous is already touched on, the last-mentioned endeavor, for the case, is to decide on the off chance that charitable conduct can be steady with rational choice. Analysts by and large concur that benevolent inclinations may be promptly included inside rational choice theory, but this clears out open the address of whether a palatable concept of benevolence can be decreased to agents' inclinations over outcomes. 4.6 Human Capital Theory The human-capital theory is a modern extension of Adam Smith's clarification of salary differentials with the aid of the so-called net (dis)benefits among specific employments. The fees of gaining knowledge of the job are a very essential component of net advantage and feature led economists inclusive of Gary S. Becker and Jacob Mincer to assert that, other matters being equal, non-public incomes vary in accordance to the amount of investment in human capital; that is, the training and training undertaken by using people or agencies of employees. A further expectation is that giant funding in human capital creates within the labor- pressure the skill-base quintessential for financial growth. The survival of the human-capital reservoir was said, for example, to provide an explanation for the rapid reconstruction done via the defeated powers of the Second World War. The human-capital idea has attracted much criticism from sociologists of schooling and training. In the Marxist renaissance of the 1960s, it became attacked for 73

legitimizing so-known as bourgeois individualism, especially within the United States wherein the principle originated and flourished. It became additionally accused of blaming individuals for the defects of the system, making pseudo-capitalists out of employees, and fudging the real conflict of interest between the two. However, even discounting these basically political criticisms, the human-capital principle can be regarded as a species of rational-exchange principle and open to a fashionable critique, by sociologists, of individualist reasons of financial phenomena. Loosely speaking, human capital corresponds to any inventory of understanding or traits the worker has (either innate or acquired) that contributes to his or her "capacity". This definition is progressive, and this has both disadvantages and advantages. The advantages are clear: it allows us to think about not the handiest years of schooling, but additionally plenty of other characteristics as a part of human capital investments. These encompass faculty quality, training, attitudes toward work, etc. Using this form of reasoning, we will make a few progress toward understanding some of the differences in profits throughout employees that aren't accounted for by using training variations alone. 4.7 Summary The Unit can be summarized as under:

- Social cognitive theory is essentially a social getting to know concept primarily based on the ideas that human beings research by looking at what others do and that human concept procedures are critical to information personality.
- A Social Learning Analysis, in which he tried to offer a unified theoretical framework for reading human ideas and behavior. Bandura's Social Learning Theory of Personality is primarily based on the basis that human conduct is largely acquired and that the concepts of studying are enough to account for the development and preservation of behavior. 74

- Bandura has carried out a great deal of labor on social studying for the duration of his profession and is well-known for his "Social Learning Theory" which he has recently renamed as "Social Cognitive Theory".
- Human behavior has often been defined in phrases of one-sided determinism. In such modes of unidirectional causation, the conduct is depicted as being fashioned and managed either by using environmental influences or with the aid of internal dispositions.
- Virtually everybody can identify the desires they need to accomplish, matters they would like to change, and matters they would like to obtain. However, most people also realize that placing these plans into action isn't always quite so simple.
- Bandura argued that a number of the traditional principles of learning together with the laws of reinforcement and punishment are more applicable to overall performance than to acquisition.

57%

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Social Realism is the term utilized for work created by painters, printmakers, photographers, scholars and producers that points to draw consideration to the genuine socio-political conditions of the working course as an implies to evaluate the control structures behind these conditions. •

Critical theory is the reflective assessment and critique of society and tradition to disclose and task energy structures. • Rational Choice Theory is a formal choice concept that starts off evolved from arguably extensively accepted primary axioms and builds a logically steady choice model for maximizing the objective of a choice-maker. • The human-capital theory is a modern extension of Adam Smith's clarification of salary differentials with the aid of the so-called net (dis)benefits among specific employments. 4.8 Key Terms ? Human Behavior: Human behavior has often been defined in phrases of one-sided determinism. 75
? Self-efficacy: The perception in one's abilities to prepare and execute the publications of action required to manage prospective situations ?

54%

MATCHING BLOCK 141/214

W

Social Realism: It is the term utilized for work created by painters, printmakers, photographers, scholars and producers that points to draw consideration to the genuine socio-political conditions of the working course as an implies to evaluate the control structures behind these conditions. 4.9

Check Your Progress 1. Explain in brief Bandura's Theory. 2. What are the major sources of self-efficacy as per Bandura's Theory? 3. Explain in brief Social Realism. 4. Describe Critical theory. 5. Explain Rational choice theory. 76

Module: III School as a Social Institution 77

78

Unit: 05 School as a Social Organization Structure 5.0 Introduction 5.1 Unit Objectives 5.2 School as a Social System 5.3 Social Structure and Functioning of the School 5.4 The Indian System of Schooling 5.5 School Class 5.6 Functions of School 5.7 School-Child Relations 5.8 Characteristics of School as an Organization 5.9 Bureaucratization of Schools 5.10 Principles of Authority 5.11 Summary 5.12 Key Terms 5.13 Check Your Progress 5.0 Introduction The term "school" and it's equivalent in all European languages comes from the Greek word that means leisure or relaxation. In pre-industrial societies, schooling is only available to a few people who have the time and money to pursue it. Religious leaders and priests were usually the only reading groups who read and interpret the scriptures using their own knowledge. Another reason so many people couldn't read was that all the text had to be carefully copied by hand, which was unusually expensive. Printing, an invention from China to Europe, has changed the situation. Literacy is high due to the increasing use of materials written in different areas of life. Teaching in its modern form, including teaching students in dedicated classrooms, has begun gradually. However, the vast majority of the population was 79

out of school until the early decades of the 19th century, when elementary schools were introduced into European countries and the United States. In this unit, we will learn about the School as a Social System. 5.1 Unit Objectives After completing this unit, one will be able to understand the following:- ● School as a Social System ● Functions of School ● Social Structure of School ● Characteristics of School ● School-Child Relations 5.2 School as a Social System Schools can be described as a system of positions and roles. A system is a unit of interconnected and interdependent parts in which a change in one part causes relative changes in the other part, and the parts interact with each other. From a functional point of view, a school can be seen as a system, a complete set of interconnected parts. In particular, it is interpreted as a contribution to the whole system. A system is a structural or structural relationship between a number of elements, forming a whole or a unit. As a school system, there is a constructive relationship between different positions and relationships as a whole. Functional analysis focuses on how social systems are managed. In school, roles are acquired and maintained through assignments and performances. Now you can see the structure of the school. The structure of the school is a formal part of it. In other words, it's a formal change of location. Therefore, the school has a social status for students and teachers and uneducated staff. Each of these positions has a role, including the roles of teachers, students, and principals. The structure of a school- like system allows us to understand the concept of continuity. Analyze the social roles involved in the formal and informal social structures of educational institutions. Explaining the principles of social behavior in schools, Waller said that schools consist of two cultural systems, often with conflicting 80

systems of students and teachers. This is acknowledged by the strong power relationship, due to all the social relationships that always remain in a "dangerous balance" between students and teachers, and the structure of the authorities that invest power in professional teachers. In the context of road traffic and other social systems of the school, there is a need to investigate the many pressures faced by people and people with a degree of stress. And various economic, religious, and political organizations. The first meaning of the word "school" was not about buildings. Even in England in the early eighteenth century, the term "school" did not refer to the existence of a particular building, but to a group of educated people. In particular, kings and monarchs sometimes prevented teachers from teaching. A situation where we encountered one after another in different places. Some organizations that are provided by formal organizations, especially for young people under the age of 18, are eligible for education. It is a method of education and involves an approved curriculum and teaching in the process of social learning and knowledge management. The age of admission and graduation and thus compulsory schooling within the formal school system is set by law. For example, in the UK they are 5 and 16 years old, but this age and duration vary by society. The school departments were divided into the primary school age, ie 5 times 12 years, the average age, ie 11 or 12-18 years. Prior to the adoption of the Education Act of 1944 in the United Kingdom, the system was broken down by status into primary schools that spanned the entire age group under 18, but was less well- equipped and had a lower status. Since high schools are primarily intended for those who do, attend them. over 11 years who were better equipped and had a higher status. A similar breakdown exists in some other European countries. 81

Figure 5.1 Represents the model of a School's Social System Figure Source:

<https://www.slideshare.net/michtimado/social-system-of-a-school> 5.3 Social Structure and Functioning of the School Schools form a very important social system. It is formally responsible for the transfer of knowledge in the areas necessary for the work of adults in society. According to Telecott Parsons, elementary school is the primary social environment for children's long-term development, and high school is used for this ability in adolescence. This allows us to systematically analyze the differences in the social structure between primary and secondary schools and the effects of these differences on the process of socialization. 82

Figure 5.2 Represents Types of School 5.3.1 Elementary/ Primary School In primary school, students of the same age are brought under one teacher, usually female. Typically, in an elementary school, the teacher works with the same group of children throughout the year. At the primary school level, as opposed to a single teacher in the same class, most schools have multiple classrooms with multiple teachers of the same class level. Normally, these days primary school is staffed by women, but an increasing proportion of primary school leaders are still men. In all modern industrial societies, universal compulsory education is in its infancy. The entire population should be equipped with three rupees in your syllabus: general knowledge or basic knowledge of reading, writing, and reading, writing, and arithmetic to prepare for possible admission in more technical education at the secondary level. Primary schools are also primary community agencies in groups outside the family. According to Talcott Parsons, American elementary school frees children from complete dependence on the moral assumptions of characterization and distraction that characterize kinship relationships and leads to universal and accepted acceptance as an essential foundation of the play. Is. The role of the privileged industrial economy. He says the early school phase involves the selection of people who are encouraged to succeed and who are selected based on their ability to succeed. The focus is on the level of competence. In contrast, in the high 83

school stage, Parsons says, the focus is on a qualitative kind of success. As in elementary school, this discrimination is more than gender roles.

5.3.2 Secondary School

Secondary school is structurally very different from elementary school. Each child must attend various classes and strive to accommodate large numbers of students from teachers of both sexes. Students have the opportunity to participate in a broader and more complex network of social relationships. He/she is supposed to be taught skills and given the knowledge that will allow him/her to function successfully in the several positions that he/she will occupy as an adult in society. The widespread expansion of education is the result of a growing economic demand for qualified scientific and professional employees and a growing political demand for equal educational opportunities. Educational systems vary widely throughout the world. For example, in the former Soviet Union, the school system was centrally organized to meet the expected labor needs through selective technical education; Work at the secondary level to promote loyalty to Soviet society and its political and social ideology by combining political preaching and school fusion. In most of Europe, the educational institution retains its traditional form, which defines the teaching needs in the classroom for social education based on the social context and a particular social position. Secondary schools are differentiated with a minority offering curriculum, which prepares students to enter higher education. In most European countries, access to a qualified company is through an apprenticeship or apprenticeship system. However, the tendency to transfer industrial training to technical schools and colleges, along with either former Soviet lines or American. Secondary education in the United States evolved from a movement to make large numbers of immigrants American and to raise educational and social standards in new and emerging communities. At the same time, many countries have an overall resistance to the general expansion of compulsory education. In Europe and in many of its colonial or former Asian and African colonial regions, the problem lies in the development of complex types of secondary education in systems of individual schools with unequal social authority I historically developed for different social classes. Attempts to do this have been successful. During the communist era, in Eastern Czechoslovakia, the former Yugoslavia, and other 84

Eastern European countries, the gap in tradition was clear. There is also a strong movement in favor of "secondary schools" in Scandinavia. In these schools, all school-age children must complete a variety of education in the same institution. There is a weak movement in favor of such schools in France and the United Kingdom.

5.4 The Indian System of Schooling

In the Indian context, school education has developed around people who have acquired knowledge through personal effort or by sitting at the feet of scientists. An opponent who followed Islam was however called "Maulvi". Young learners of small puppies returned home at their own expense. The practice was extensive. The body of academic transactions consisted mainly of religious texts and objective moral education, as well as language and mathematics. Vocational or higher education followed the same pattern. During British rule, the system was better adapted to accommodate more volunteers. The current Indian system is only a replica of the British system, with minor changes to make it more appropriate for participants and to meet India's needs and aspirations.

5.5 School Class

School classes are a kind of learning situation. In this way, the school acts as an organization, grouping students according to different educational principles. According to Tarco Parsons, this can be considered as a targeted social agency. Learning or communicating in a school classroom involves a clear distinction between two groups: students and professionals such as teachers, instructors, or teachers who are responsible for providing a specific curriculum. I will Some of the most important ideas about classroom interaction, especially in the work of Basil Bernstein, Emil, emphasize the cognitive effects of visible curriculum and hidden objects against pedagogy in the classroom. This comes from the Durkim tradition. Under the influence of symbolic interaction, the study of ethnography emphasizes the role and ethical careers of teachers and students. For example, both students understand what happens when they discuss formal curriculum requirements instead of relaxing. Or when a self-fulfilling label is attached to the student and it is a defined attitude and a source of success. Sociologists have sought to analyze the 85

relationship between these micro-processes and the reproduction of functional power at the macro level. Artists such as Talcott Parsons are slowly moving away from elementary school characteristics, whose class dynamics reflect children's families, toward post-globalization, predicted by labor and labor markets. I pointed it out. In contrast to recent Marxists written in the United States and Britain, employment was derived from numerous historical, statistical, and ethnic graphic figures. These writings confirm that classroom learning is essential, primarily to socialize the alleged workforce of the capitalist industry.

5.6 Functions of School

It is assumed that any system will work, that is, fully contribute to it. Every society has to face the dialogue between ideal and behavioral models. The school's task is to make a deliberate effort to support the norms and practical models of society, by influencing its new participants. Thus, in maintaining values, he should play the role of referee to face the realities of actual behavior. The school as a formal social system has external relations and internal models that determine the educational process, which plays a special role in the educational department of labor. Its position in the organizational network affects the position of the organization and its members. Society judges schools by the criteria of how its main functions relate to the status system. For example, "vocational-technical" secondary schools, which lead to low-grade classes everywhere, do shameful labor, affect teacher recruitment and morale, as well as self-esteem and student ambitions compared to "academic" secondary schools.

Leading a high position business.

In practice, the Iron Law on the Status of Schools states that schools that perform a variety of educational and social workers do not have an example of respect. In England, for example, in a tripartite structure such as a special secondary school system, the difficulty of honoring the school changes some teachers and forces people to adopt a wide variety of school organization. Come in the principles of This is done to avoid distortion as a significant proportion of teachers and students. The school is part of a larger organization as it is affiliated with the local government's Department of Education, which oversees its activities and the Education Department reviews it from time to time. As a result, it is argued that the role of school teachers in school is strictly limited because they do not teach exactly what 86

they want to teach or how they want to teach, which makes them independent. . With regard to skilled workers and teachers, the concept of personality described in this context is similar to their position. The school has many relationships with persons and organizations in the wider society and the school teacher has to try to reconcile influences bearing upon him from inside and outside the four walls of the school. On the whole, one would see the school as community-oriented, for both children and teachers live in the same community, meeting during school hours, which are working hours and there are vacations of some length when the school is dispersed. In the school and within the classroom this wider society is represented and indeed in the classroom, the role models, of various kinds, played outside in the wider community are held up before the children. They may include occupational roles like that of a scientist, clerk, bus driver, engineer, and the like whereas other models refer to familial roles, neighborhood roles, citizenship, and so forth. All schools perform this function although the actual content will vary from one country to another, and from one culture to another. Besides, the school classroom is a situation where a child not only learns about adult roles but also learns how to perform them. The three R's are imparted to the child, as are also minor manual skills like drawing, craft, or making things in wood or metal, cloth or wool.

5.7 School-Child Relations

As far as the role structures of the school child is concerned, one significant feature is his/her relationship with the school staff. He/she will probably have one teacher when he/she is an infant in primary school, who will teach him/her everything he/she has to learn at that age; but he/she will move from one classroom to another in a junior school, although he/she may have one which is his/her base. This moving from one classroom to another, means a change of subject and teacher, for at this stage in his/her school career his/her teachers specialize in particular subjects, and this of course continues and becomes even more marked as the child proceeds up the educational ladder. The manner adopted by a teacher, his/her style and method, may vary from one person to another but it is difficult to say which kind of manner on the part of the teacher is most successful. Some teachers are popular but it is possible that they may be less effective as compared to less popular ones. 87

The variation in style and method is considerable and this represents variation in role-playing. The complex processes of interaction between the teacher and the pupil become evident in the findings where it was found out that children of the primary school, who were aware of their teacher's feelings had a higher estimate of themselves, a better school achievement and, according to the teacher, were better behaved in class. It was also found that usually, the teacher who wins the confidence and admiration of the class is the most successful, though one cannot generalize with confidence on this issue. But it is clear that it is in the quality easy flow of interaction between the teacher and the pupil where the answer lies as to how learning may be communicated and inquiry stimulated. At the same time, it has to be remembered that communication and stimulation in the classroom depend mostly on the type of language used in the classroom. There are, in short, certain formal relationships defined by norms relating to the interaction of pupils and teachers within the structure of the school class and school itself. It will be helpful to study the role of informal relationships of a kind that stems from the personality and methods of the teacher and the social background of the children besides the kind of linguistic expression they are used to. Now let us examine school from a different angle: that of being an organization. In the following section we shall be looking at this organization with reference to theories of organization and then go on to describe the salient features of the school as an organization, and finally, look into the principles of authority.

5.8 Characteristics of School as an Organization

Though it is recognized to some extent that school systems have many features in common with other types of organization, there is little acknowledgment that they are also strikingly different in many ways. The focus in this section would be on three aspects of the formal organizational structure of public schools, the incumbents of positions at different levels in the educational organization being school board members, school administrators, teachers, and students.

a) An important defining characteristic of school systems relates to their organizational objective or goal. When it comes to the interpretation of The formal purpose of most organizations, there is little controversy. For example, the organizational goal of a business - to produce goods or services for a profit - is hardly a subject of debate but in the case of the organizational objective of a public school system, the 88 situation is different. This is because "to educate" is an ambiguous and largely meaningless statement unless the content and the purposes of education are specified. This has reference to such aspects as to whether the public schools should or should not inculcate moral values; whether they should place greater emphasis on the emotional, the social, or the intellectual development of the child; whether they should encourage the student to question or accept the status quo - each of these is a value question on which there may be conflicting points of view and outside the educational systems. This suggests that value conflicts may be a basic source of strain for incumbents of educational positions and may exert an important influence on the functioning of organizations. When there is vagueness in the formal educational objective of the school, it school as a Sodd leads us to question the types of relationship patterns between the administrator's Organization and teachers and among teachers that tend to produce similar views on educational goals. In this context, one needs to understand the kind of impact this may have on the functioning of the schools in the context of differential views on school objectives held by school personnel, on the one hand, and key formal and informal leaders of the community, on the other.

b) Another defining feature of the school relates to the social environment in which the goal of the school is accomplished. Most adults in the labor force work in and have to adapt to an adult work situation. But in the schoolteachers function primarily in youth culture and in comparison to most workers at least at the lower echelons, who are in close contact with a small group of their colleagues as they carry out their tasks, most teachers are isolated from their fellow teachers during the greater part of the day.

c) Though its functionaries are primarily professionals, the formal control of the school system is in the hands of the laymen this is yet another defining characteristic of schools. The school board is the major structural link between schools and the community. It is a small group usually comprising three to ten individuals, elected usually by the community, which serves as an intermediary between the citizens and the professional educators. Its responsibility is to establish school policies, and the formal control of the local public education system is in its hands wherein it has the formal right to hire and fire school personnel, determine the size of the school budget, and make most of the major decisions affecting the functioning of the organization. A school superintendent is appointed by the school board members to advise them, to carry out their decisions, and to administer the day-to-day functioning of the schools. The school 89

superintendent may give greater primacy to the professional or to the executive- officer aspect of his position, operating on the basis of an internal or an external orientation to his/her job. That is, he/she may view his/her major responsibility as supervising the internal operations of the school system or as developing strong bonds between the schools and the community. When it comes to issues like teacher salaries, his/ her orientation may reflect primary identification with his/her subordinates which is the school board or with his subordinates, that is the staff, or it may reflect a definition of his/her job as a negotiator between conflict groups in the organization. Depending on the pressures to which he/she is exposed, he/she may adopt a moralistic or an expediency orientation to the expectations.

5.9 Bureaucratization of Schools

Nevertheless, the bureaucratization of schools results not only from the growing number of students being served by the individual schools and school systems but also from the greater degree of specialization required especially within a technologically complex society. Weber's five basic characteristics of bureaucracy are evident in the vast majority of schools at all levels, whether primary, secondary, or even college level. They are as follows:

- Division of Labor:** To teach particular age levels of students and specific subjects, specialized experts are employed. Instructors are now employed by public schools whose sole responsibility is to work with children who have learning disabilities or physical impairments.
- Hierarchy of Authority:** In this case, each employee of a school system is responsible to a higher authority. For example, teachers must report to the principals and assistant principals and may sometimes also be supervised by departmental heads. Principals are accountable to a superintendent of schools, and the superintendent position hinges on decisions taken by the board of education. Even the students are ranked according to their grade and within clubs and organizations.
- When Rules and Regulations:** Conformity to numerous rules and regulations School as a Social by teachers and administrators in the performance of 90 their duties is one of the Organization defining characteristics of bureaucratization of schools.
- Impersonality:** As class sizes increase at schools, face-to-face interaction decreases whereby teachers experience difficulties in giving personal attention to each student.
- Employment-Based on Technical Qualifications:** The teachers are hired on the basis of professional competence and expertise. Written personnel policies dictate promotions. People who excel may be granted lifelong job security.

So far certain special characteristics of the school as an organization have been stressed. However, school systems are viewed as belonging to a general class of bureaucratic organizations. Like industrial firms, school systems can be differentiated on the basis of the size and complexity of organizational structure. For instance, in small school systems, the line of communication between the principal and the superintendent is direct and short. But in large ones, there is a complex organizational structure intermediate between the formal leader of the entire school system and the formal leader of a single school within the system. Moreover, school systems of the same size may be characterized by variant organizational structures. For example, some large school systems operate on a decentralized organizational basis. In this case, each school principal is given a great deal of autonomy in selecting staff members, textbooks, and the courses of study to be offered in contrast to other large school systems that may operate on a highly centralized basis. Such structural variability among school systems inclines towards the impact of differential organizational principles on school functioning. Then there are the unified Vs. the non-unified school district which is yet another aspect of the variant organizational models of the school structure. In the unified school district, the responsibilities of the school board and its superintendent include the elementary school, the high school, and junior college programs for a particular geographical area. In the non-unified district, their responsibilities are limited to one phase of the public educational program for example, the elementary schools or the high schools in a particular locality. So far we are referring to variability in bureaucratic structure among educational systems in one society. But there are basic differences in the general organizational structure of public 91

education in different societies. In American society, for example, in contrast to most other Western societies, control of the public schools is not in the hands of the federal government but in the hands of local school boards which operate under the authority of state law and there is no American equivalent to the Ministry of Education found in many other Western societies. Besides, the American organization of public education is based on a single-track school system, a system under which all children tend to follow the same pattern through high school, regardless of their abilities and interests. But most European educational systems are based on a multiple-track system. This means, after completing elementary school, European children are usually routed to specialized vocational high schools or to schools that prepare them for admission to the universities.

5.10 Principles of Authority Three principles of authority are distinguished by Burton Clark in the control of schools: public trusteeship, bureaucracy, and collegiality. Public trust is the dominant form through which control is exercised by a lay body representing state, community, religious, and other interests. This type of control is common in both state and private schools. The formal position of the internal administration of the school is subordinate to the policy of the lay governors in the public trust but in practice, the relationship between policy and administration is often difficult to determine. Collegiate type presupposes the equal sharing of power and responsibility of peers. Typically, the bureaucratic organizations may be found in large and internally differentiated groups that aim at producing a specified and standardized "product". It is correspondingly viable in schools that concentrate on instruction rather than education and standardize their product by regular examinations. But where the relationship between teachers and students involves character training, there must be an element of particularism that cannot be bureaucratized. The weight of bureaucracy varies among schools. It depends on the exercise of other forms of influence, especially the collegial authority of faculties, and on the informal counter pressures of faculty and student subcultures. The bureaucratization of schools also depends on whether the large school is a unitary organization or a federation of quasi-independent clusters of faculty and students. Organizational structure may possibly have strong and lasting effects on individual character. Personal identity is 92

hard to establish especially in the modern fast-changing world, and the campus is one of the critical locales of identity formation. But large mass campus will disturb and weaken identity processes if identity is dependent on personal relations. Therefore, growing impersonality in schools has greater social consequences than impersonality in all other types of organizations. With the rise of cities and commerce, bureaucracy became a method for organizing social relationships between members of society in modern times, with its emphasis on rational and legal restrictions on behavior, whereby the social structure became 'education' in the sense of changing personalities. It was Max Weber who pointed towards the rational-legal characteristics of modern organizations as a major source of the contributor to this trend, describing an 'ideal-type' or perfect refinement of rational social organization. According to Weber, a bureaucracy is a rational arrangement of 'offices' providing certain means for administration and control of the office-holders' actions. In the bureaucracy, officials enter expecting security, specialization, salary, and seniority-based upon achievement and examinations. The rights, duties, and qualifications of the official will be carefully defined so that he is replaceable with a minimum of upheaval to the smooth running of the organization. There would be hierarchically arranged offices to facilitate the demarcation of responsibility and promotion according to ability. Impersonality and uniformity are the intended consequences of these arrangements for the achievement of the goals of the participants. The whole arrangement is specifically designed to minimize the personal idiosyncrasies and irrationality of the officials and as Weber described it, it is 'dehumanized'. This description raises serious doubts about its relevance to education it can fit either a school or a national system only in certain superficial ways.

5.11 Summary Every society has its own sub-systems which together help a society to fulfil its commitments and obligations towards its citizens. School is a major sub-system of every society. It reflects the ideals and presses to further refine its understanding and processes. This unit has tried to explain how schools function within a social system of the society of which they are part and also develop their own processes This unit also delineates the roles and relations of individuals in a society and a school, where social processes like 'bureaucracy' have got transformed. We as a 93

creative reader can take up other areas of the school system for our study and examination.

5.12 Key Terms School-Schools can be described as a system of positions and roles. A system is a unit of interconnected and interdependent parts in which a change in one part causes relative changes in the other part, and the parts interact with each other. School Classes- School classes are a kind of learning situation. In this way, the school acts as an organization, grouping students according to different educational principles. Bureaucratization of Schools- The bureaucratization of schools results not only from the growing number of students being served by the individual schools and school systems but also from the greater degree of specialization required especially within a technologically complex society.

5.13 Check Your Progress 1. Explain the meaning of the term School. 2. Explain in brief the importance of Schools in Social System. 3. What are the characteristics of Elementary School? 4. Who is appointed by the school to advise them and carry out their decisions? 5. List down Weber's five basic characteristics of bureaucracy which are evident in the majority of schools. 94

Unit: 06 Concept of School as a Community Centre Structure 6.0 Introduction 6.1 Unit Objectives 6.2 School Community Relationship 6.3 Need for School-Community Relationship 6.4 School as a sub-system of Community 6.5 Present Status of School-Community Relationship 6.6 Pre-requisites of Good School Community Relationship 6.7 School's Participation in Community Activities 6.8 Teacher's Role in Community Activities 6.9 The Classroom- Managing Climate 6.10 Summary 6.11 Key Terms 6.12 Check Your Progress 6.0 Introduction In this unit, we will discuss in detail the relationship between school and community. school is like a small community because it assimilates and reflects many characteristics of the community. The partnership between school and community can lead to the effective management of academic and administrative activities of the school as well as the growth and development of society. As a teacher, we should know the various activities of the school for which cooperation of community leaders, educationists, professionals, and other skilled workers can be secured. Many teachers in starting have trouble in managing their classrooms efficiently. This unit also highlights the classroom management climate. 95

6.1 Unit Objectives After completing this unit, one will be able to understand the following:-

- School Community Relationship
- Need for School-Community Relationship
- School as a sub-system of Community
- Participation of Schools in Community Activities
- The Classroom- Managing Climate

6.2 School Community Relationship The connection between school and community can head to the efficient supervision of academic and administrative activities of the school as well as the extension and advancement of the society. As a teacher, you should know the various activities of the school for which cooperation of community leaders, educationists, professionals, and other skilled workers can be secured. You should also know the various activities of the community in which you can participate and extend a helping hand. A democratic country like ours is based on cooperative living embracing the social and political activities of individuals. Cooperative living comprises habits, thoughts, ideas, feelings, and actions which are the product of home, school, and community. In order to make democratic decentralization a success, school and community must function as inter-dependent organs, and supplement each other's efforts. The school-community partnership has been stressed by the Education Commission (1964-65), National Policy on Education (NPE) 1986, National Council of Education Research and Training (NCERT), and Government of India sponsored scheme of District Primary Education Programme (DPEP). A teacher has an important role in the education of students. However, this role has been changing over time. It has now become more complex and challenging. In the past, the teacher's main responsibility was to transmit knowledge to the student by transmitting the curriculum and completing the syllabus. Only a few social and co-curricular activities and other programs were organized at school. Also, there was no interaction between the school and the community. This type of system suited the society that existed during those times. 96

You know that due to changes that are taking place in society the role of the school has now widened. It is not considered a place for the acquisition of facts only. Its main function is to lead to the all-round development of a student's personality i.e. his/her physical, mental, emotional, moral, spiritual, and aesthetic development through interaction with various elements of his/her environment and relating to ordinary ways of life. School is expected to prepare the child for life within and outside the school community. As such it is not an isolated island but an integrated part of the community and one of the many educating influences on a child's life. As such, it has to take into account the goodwill of the community, people, agencies, and organizations. Therefore, any understanding of the child must include knowledge of the community that affects him/her and in which s/he grows up and lives. This knowledge also provides insight into many influences that may complement or obstruct the program of the school. Education is thus a cooperative venture in which school has a selective role to play. The school relates to the community through pupils and teachers and by working with it and drawing upon its vital resources to make teaching and learning meaningful and effective. Thus under the changed circumstances, it is essential for you to understand the new role of school-community partnership and the influence of environmental factors on the child and manner in which these (environmental factors) can be utilized for sound educational programs. A school is a place where instruction in various subjects of the curriculum is provided to a group of students by the teacher with the help of textbooks specially planned and developed for and suited to the maturity level of children. It can also be defined as a place for providing continuous educational programs for children enrolled on a regular basis by professionally qualified teachers in cooperation with the home. The gain in the knowledge of students is judged by means of examinations and inspection. However, the transmission of knowledge is not the be-all and end-all of all education. As John Adam says, 'schools are not knowledge shops and teachers are not information mongers.' Drilling knowledge to the pupils is replaced by the concept of all-round development of the child and making him a socially useful citizen. Terminal examinations are replaced by continuous comprehensive evaluation. There are different types of schools such as pre-primary, primary, elementary, secondary, and senior secondary financed by Government, 97

local bodies or municipal corporations, village panchayats or religious bodies or trusts, etc. The term 'Community' signifies many things to many individuals. Cook & Cook (1950) define community, "as a configuration of the land, people, culture, a structured pattern of human relations within a geographical area." Thus, the community is a group of people sharing common social, economic, and cultural interests, purposes, practices, codes, understandings, and commitments. Its members are bound by social obligations towards one another and belong to a systematically organized group bound by language, religion, status, profession, common values and generally having some shared institutions. Individuals are associated with the geographical areas as well as kinship. As such there can be rural, urban, and suburban communities. Ethnic, religious, and social groups within a wider society are also described as communities. Some communities can be formed on the basis of age, gender, profession, same families and shared concern, etc. Thus, the community includes all social units from home to the world. The smaller the community unit, the more direct and intensive is its influence on the individuals. But that does not mean that bigger communities do not affect the individuals, their influence is also equally important. We can conclude on the basis of the above explanation that there are several communities in society because of a number of overlapping groups of people. Individuals can simultaneously hold membership of these different groups -small or big, based on horizontal or vertical relationships. Thus, the concept of membership of the community represents a plurality. Whichever meaning of the community we take, it is quite clear that people, in general, are now more interested in the educational system. Hence, the need for the study of school- community relationships. 98

Figure 6.1 Highlights the main points related to School-Community Relationship 6.3 Need for School-Community Relationship No school can function effectively for a long time without a high degree of community interest, understanding, and participation. By interaction with the community, the students can develop understanding and positive attitudes towards community practices and the community too comes to know the school practices. Programs of the school can be related to the life and the work of the people among whom it exists and functions. This results in transmission, preservation, assimilation, and enrichment of culture. Social consciousness, socialized living, and social affairs can promote the use of community both as a laboratory and as an educational resource. Community resources provide first-hand experiences to the child and she/he is able to develop proper concepts about various aspects of the processes of community life. What children see in the community, children bring with them to the classroom. Community resources like press, TV, radio provide updated information about the latest happenings in the world. Thus, education is supported by the community and becomes less expensive. Moreover, the gap between education and community is bridged, making learning informal and interesting. We know from history that great religions of the world have laid stress upon qualities like tolerance, love, fellow feeling, etc. Yet feelings of destruction loom large on the minds of people. Feelings of hatred, religious fanaticism, violence, conflicts, inequalities, etc. can be checked through improved social relations 99

between one individual and another, individual and group, and between groups. Peace can prevail if schools are oriented to the improvement of community life. You might have read about Gandhiji's concept of Basic Education. It makes every individual student conscious of his/her responsibility towards society. In basic schools, students are posed with real-life problems faced by the community and the schools try to solve these problems in an intelligent and practical manner with the cooperation of the teacher and the community. The common schools too can become part of the community, the center of many of the community activities, and an active agent for the betterment of the community. This can result in continued mutually beneficial relationships and knowledge gained through the relationship is real, useful, practical, and relevant to the solution of the current problems. School community relationship can be utilized to: 1. Expose the student to actual work situations in the community. 2. Help students develop positive attitudes and values in their relationship with the community. 3. Correlating and supplementing theoretical learning with real-life experiences. 4. Enabling students to develop skills of observation, investigation, learning by doing, etc. 5. Developing communication skills among students. 6. Develop qualities of cooperation, self-help, helping others, adjustment, tolerance, democratic values, etc. among the students. 100

Figure 6.2 Represents One on One Relationships of School Source:

<https://lancaster.unl.edu/community/images/schoolrelationships.jpg> 6.3.1 Assumption The following are the basic assumptions in school-community relationships: 101

1. School is a part of the community and more development of the community is possible through the involvement of the school. 2. Student's knowledge, attitudes, skills, and personality can be developed by involving them in community improvement work. 3. It is necessary to bring the school and community closer to each other for their more effective functioning.

6.3.2 Organizational Implications The following are the chief organizational implications of effective school-community relationship: 1. Schools should have good, well educated, mature teachers. 2. The community should be closely associated with school programs. 3. The community should derive benefit from school plans, its library, programs, etc. 4. Teachers should be trained to maintain close relationships and to secure a meaningful partnership with the community. 5. The community should extend a helping hand to school in making its programs functional as well as effective.

6.4 School as a sub-system of Community You will recall that while defining the concept of community it was stated that there are various groups, institutions, and organizations in a community. In this way, school is a part of the community, it is created by the community and it exists for serving the community. A school is thus the epitome of society. It reflects the community itself. All the students enrolled in a school come from the community and form a community. The student community is created by a large community consisting of homes and parents and school is entrusted with the responsibility of all-round development and socialization of children so that they can become socially useful and responsible members of the emerging community. The school can thus be taken as an organized and compact community. You might have observed that one characteristic of the community is that it is not static but dynamic, it is always changing. Traditional practices that stand in the way of 102 development need to be modified or changed and the community keeps on changing them. That is why we say that habits, beliefs, practices, and attitudes of people change over time. For example, our ideas about the caste system in India have changed a lot. School too brings about changes in attitudes, habits, ideas, and thinking of the students. School also promotes and supports positive social change. Usually, the school does not initiate change, it rather interprets change. It can, through its various activities, create awareness about the need for change and measures to be taken to affect it. Members of a community discuss matters concerning their interests at various forums. School, if it is to succeed, should act as a forum for or center of the community in which it is located, where people can meet and discuss issues concerning the welfare of the community and activities for the benefit of youth and adults can be organized. Since the needs and demands of a community are always changing, the school has to establish vital support with life outside the school because these changes exercise an influence on the school. The school selects, assimilates, adopts, and conserves what exists in society. It also fosters new ideas and processes which society can adopt. Education is not an isolated activity, it is related to life. Therefore, like the community, the school also adopts, adapts, and readapts its programs in the light of changes that take place in the community. Professor Saiyaddin states, "A people's school must obviously be based on the people's needs and problems. School's curriculum should be a perfect example of their life. Its methods of work must approximate theirs. It should reflect all that is significant and characteristic in the life of the community in its natural setting". A school meant for the community has to interpret its objectives, and achievements in the light of the needs and aspirations of the people. It also profits from the feedback received from the people regarding their expectations from school. The community too should help the school to expand the scope of education provided by it and extend the school activities to members of various sections of the community. So now, it is clear that the school is a sub-community within a large community comprising families, homes, and other organizations and agencies. In the first instance, the schools extend their vision to the home of its pupils and in the second it looks beyond the home to the community. John Dewey rightly remarked, "What the best and the wisest parent wants for his own child, must be what the community wants for all its children. Any other model for our school is irrational 103

and senseless when acted upon it destroys our democracy". Let us conclude this section by summing up that 'school-community partnership' is highly conducive to and desirable for the development of the school as well as the community. Teachers are likely to work in a manner in which they receive stimulation through interaction with the community and the various ways in which people cope up with the problems of the school and carry on its activities in a constructive manner. There are some educationists who do not think that school and community should work together, hand in hand. No doubt criticism is one of the important ingredients of educational advancement but then it is also true that criticism should be objective and logical; emotional view and criticism hardly make things better. Figure 6.3

Represents the concentric circles in which the smaller circle is the home, the second and the bigger one is the school and the third one represents the community of which the home and schools are parts. Source:

<http://egyankosh.ac.in/bitstream/123456789/7921/1/Unit-7.pdf> 6.5 Present Status of School-Community Relationship

By now you have read and understood the objectives of school-community relations. You have also studied that school is a sort of mini-community. Just think about the type of relationship that exists between your school and the community.

What is your opinion about your own school's relationship with the community? Some of you may not find this relationship between your school and the community happy and healthy. The two may not function hand in hand as partners. They may work sometime against one another. As a teacher, you may be having, though unintentionally, an attitude of 'no influence' or 'leave us alone' about the community. You may be regarding the local community's interest in your work as an uninvited interference even as a threat to your academic freedom. Parents who are part of the community also do not know about the newer concepts 104

and developments taking place in the field of education. You can arrive at better solutions as answers to your problems from cooperative ventures between school and community. You may say that some of the traditional schools maintain some contact with the community through parent-teacher associations or by inviting the community on school annual day, parent's day, school exhibitions, etc. You will, however, agree that in the majority of the cases these invitations are a mere routine formality and they lack genuine interest to come closer to one another and work cooperatively. Therefore, the school-community relationship needs to be made more effective. You know that many changes have been made in the philosophy, curriculum, and methods of teaching and the role of teacher associations during the last fifty years. If you want the public, in general, should learn about and appreciate these changes and the contribution of school, then an increased understanding of the school-community partnership is the first condition for securing it. 6.6 Pre-requisites of Good School Community Relationship A school can effectively become an agent of community improvement and welfare when the following conditions exist: 1. There is a clearly defined area of work. This is particularly so when a small locality, a rural area, a service area mapped out by some geographic feature served by a primary school; 2. Enrolment is such that it permit close association of the principal, teachers, and parents of student; 3. Students stay in a nearby locality otherwise it has to build bridges communication with the communities from which children need to be transported; 4. School and other local agencies work together for the welfare of the community; 5. The programs are designed keeping in mind children, youth and adults of the community; 6. The program is concerned with the needs and problems of the community; 105

7. The school works towards maintaining a better relationship with students parents; 8. The school uses the community as a laboratory for observation and experimentation; 9. The school is used for common community purposes, events, and functions; 10. Children, parent, and teachers cooperate wholeheartedly for participation in school programs; and 11. Teachers participate in various community affairs. 6.7 School's Participation in Community Activities Besides providing its resources, the school can help the community in its endeavors. School can be represented on various types of committees that are formed for the welfare of the community. In rural areas help can be extended in matters relating to agriculture, sanitation, health and nutrition, cooperation; industries, educating the youth about different occupations related to village life, carrying on their daily life with greater efficiency, and more profit. In both rural and urban areas, the school can act as an agent of change and revise the school curriculum to make it an effective tool for community change. Some socio- economically deprived communities in the local areas may be selected by the school and some special education programs could be developed for it. The curriculum in community-oriented schools should emphasize more on the geographical setting, economic resources, social institutions, agencies of education, health and sanitation, local administration, social welfare, and other important factors. Interviews may be held for this purpose with members of the community, block- level officials, village education committees, social welfare workers, extension officers, etc. Different educational matters may be discussed with them and on the basis of the information received, the school curriculum can be enriched. Schools can uphold the values of the community. For example, if the society does not distinguish on the grounds of race, sex, color, creed, and caste the school can enable its students towards appreciation and understanding of equality, equity, rights, and duties, etc. As already stated, projects involving social work, teaching illiterates and adults, serving the poor in slum areas, etc. can be planned and 106

organized with the help of school expertise. Training for community work can also be given to students on the school campus. Projects for value inculcation, moral development, respect for different religions, cultural programs, awareness against superstitions and evil customs; etc. can be taken up by the school. Film shows, exhibitions, and talks by outside agencies can be arranged. Figure 6.4 Represents School relationship with community, individuals, agencies, and organizations Source: <http://egyankosh.ac.in/bitstream/123456789/7921/1/Unit-7.pdf>

6.7.1 Conducting School Community Contact Programmes

It is clear from the preceding section that there are two types of programs by which your school can endeavor to develop a relationship with the community. One, you can organize some programs to provide experience to students in the community living on the school campus, and second, the school can organize some activities for youths and adults. Some illustrative examples of both types of activities are provided below:

I Activities for Children i.e. Student

- Mid-day meals community kitchen service
- School health service-medical checkups
- Promoting attendance
- Library services
- Scouting and guiding
- School museum
- Maintenance of weather chart
- Organizing inter-school competitions
- Self-government/school cabinet, for keeping the school and classroom's clean.

II Activities for Youth and Adults

A. Activities for Youth

- Academic activities e.g. talks, lectures, discussions, radio talks, T.V. programs, library work, etc.
- Recreational activities like sports, games campfire, picnic, singing.
- Production of articles of daily use.
- Community activities like literacy drive, pulse polio drive, enrolment drive, etc.

B Activities for Adults

- PTAs
- MTAs
- Literacy and post-literacy classes
- Sewing, knitting, embroidery, pickle making, etc. and activities related to agriculture, music, handicrafts, domestic science can be arranged for women.
- Opportunities for the education and welfare of the community.

C Activities for All

- Inviting community on school functions e.g. annual day, sports day, exhibitions where various, objects are displayed and some activities and processes are demonstrated.
- Celebration of national and religious and social functions of the community
- Helping in case of local calamities
- Sharing bulletin board with community
- Allowing use of school resources
- Extending help in personal hygiene, social affairs, etc.

6.8 Teacher's Role in Community Activities

After going through the preceding sub-sections, now we have a fairly clear idea about the role we can play in developing school-community partnerships. Theoretically, community programs can be classified in several ways on the basis of their nature, place, occasion, or with reference to the beneficiaries or clientele. We can organize community programs for school children, youth, adults, etc. and these can be organized in the schools or in the community. The nature of programs refers to cultural activities, adult education, sanitation, celebration, etc. Most of the programs are planned and carried out jointly through the dominant role may be of school or the community. Another significant aspect is that you are expected to perform a dual role. On the one hand, you are expected to point out the needed direction for social changes and, on the other hand, you have an obligation to perform the functions desired by the community. You can play both the roles well by doing the teaching job effectively, cooperating with other community agencies in the work they are doing for the community, participating in one or more community groups as a member, interpreting the work of the school to other community agencies, and by being a good viewer and a good listener. Moreover, you should study the needs of the community and distinguish them from the needs of special interest groups. We can develop constructive programs that form an integral part of the school community life and aim to improve the social climate of school and community. Students may be given opportunities to observe problem situations and, to the extent possible encouraged to find out their solutions. Even teaching various subjects such as arithmetic, languages, Environment Science has social implications and these can be related to actual life situations, you can use such connections to promote education in an integrated manner. The next step will be to conduct a socio-economic survey of the community with a view to know ideas,

aspirations, beliefs, values, customs, attitudes, etc. of the people. People need to be oriented to the idea that school is not apart from the community but is a part of it. As most of our citizens are illiterate or neo-literate, they may object to your effort of linking community life to school life and to manual labor which student is expected to undertake. They may consider it an unnecessary burden on the children. Therefore, awareness about the needs of the school-community relationship necessary. The social environment comprises various community resources that may be utilized for instructional purposes. You may prepare a directory of community resources and classify these resources as political, social, cultural, physical, etc. Examples of groceries shop, banks, railway stations, bus terminal, post office, village panchayat, local fauna and flora, rivers forests, mountains, etc. can be used while teaching primary school children. It may be explained to them how these have implications for our day-to-day life. Thus, education will become more meaningful for children. Instructional strategies may include group activities like morning assembly; during and cleaning the classroom, school compound, and school surroundings; a celebration of social and national occasions; weekly cultural program; one or two activities related to socially useful productive work; editing school magazines, etc. By organizing cultural activities, positive attitudes can be developed towards the community and values; inculcated in children. Citizenship can be developed among pupils by providing opportunities to speak in the class and participating in school functions observing proper etiquettes, a celebration of national days and religious functions, and mid-day meals to teach table manners. Similarly, older students can be engaged in simple activities related to self- government. The children will as a result of these develop qualities like discipline, politeness, fearlessness, sharing with others, respect for elders and for the national anthem, the national bird, and the national emblems. You can also form school committees that may be responsible for generating support for the school. The community members can report concerns and problems of the school to the large school community, help the school in enrollment drives, and plan the overall development of the school. As a person at the helm of affairs, you as a teacher should have a favorable attitude towards innovations and positive change and should develop necessary skills of interacting and maintaining cordial contact with the community members and involving them in school activities. You can help others appreciate change if you have a positive and receptive attitude 110

towards change and want to try out and integrate new concepts into the educational system, not only in the academic activities but also in administrative procedures too. To achieve this you have to be active, enthusiastic, imaginative, resourceful, flexible, and open to new ideas. You can have desirable, and democratic interpersonal relations between school and community. To keep in touch with the community, the social education center may be organized in the school. Activities that can be carried out by such a center have already been described in a preceding section. This will enable you to help people accept that school is not a unit separate from the community. Thus, a teacher can enhance the social climate of the community and the school. A teacher can very cleverly take up activities for such community work as are common in the community. For example, the problem of unhygienic conditions, problems of agriculture, etc. can be taken up. Programs of community's interest, interests, of neglected sections such as women, backward classes, scheduled castes, and scheduled tribes, or educational programs like universalization of elementary education, adult education, an educational program for out of school children and youth can be taken up. You can offer your services for functional education of youth adults. You can use your free time for discharging some duties and obligations towards the community. You can help in developing community appreciation for children's education. Participation in these activities can enable the community to accept you as one of them. This will enable you to make a realistic estimate of the needs and problems of community members. It is necessary in this regard that a teacher should remain in a community for longer duration and work with it and at the times in it. Therefore, frequent transfers of teachers in rural and undeveloped areas should be avoided. It is true you as a teacher can not organize these activities alone. You need the help of other agencies like NGOs, government, education department, etc. to make the program a success. You should follow the golden rule of avoiding controversies outside school which might jeopardize the work of the school. Prudence and good judgment must be exercised in deciding about the amount of time that can be spent on outside activities. 6.9 The Classroom- Managing Climate Classroom Climate is the classroom environment, the physical and the emotional factors, the social climate, of the schoolroom. It's the concept that teachers 111

influence student growth and behaviour. The student's conduct impacts peer interaction the obligation of influencing these behaviours is placed with the Instructor. The way the instructor organizes the school rooms have to result in tremendous surroundings rather than an unfavourable and/or a surrounding that is not favourable for learning. Classroom management and management of student conduct are competencies that teachers accumulate and very own over time. Effective teaching requires great talent in coping with myriad obligations and situations that occur within the lecture room every day. Skills such as effective school room management are imperative to teaching as they make the classroom surroundings conducive to learning. They require common experience, consistency, and experience of fairness, inquiry, and courage to change toward making improvements. These abilities also require that teachers recognize the psychological and developmental tiers of their students. The abilities associated with effective classroom management may be received with practice, feedback, and a willingness to learn from mistakes. Classroom teachers with many years of experience have contributed to the expertise of what works and what does not work in coping with classrooms and the behaviour of students. Educators apprehend the impact on and correlation among the climate of the lecture room and attitudes of the learners in the direction of studying. As students, we all experience the effect of our attitudes and perceptions related to the teacher, other students, our own competencies, and the price of assigned tasks. When attitudes are wonderful, gaining knowledge is enhanced; when they may be negative, getting to know suffers. An effective trainer continuously works to influence and cultivate specific attitudes and perceptions, which means more than simply top behaviour amongst students. Attitudes in the direction of mastering want to be lifelong which places a large amount of duty on instructors. In this situation, the objective of every teacher is to: - ● sense universal by using teachers and peers; ● enjoy a sense of consolation and order. 6.9.1 Acceptance by teachers and peers 112

When college students feel regularly occurring, they're comfortable and energized; they sense better about themselves, work more hard, and study better. An instructor's function is to help college students to feel prevalent both by way of their teachers and with the aid of peers. Teachers need to establish a courting with students in the class. This communicates recognition to the scholars as people and learners. Talking informally with students before, during, and after class, greeting college students out of doors, the institution, method of planning study room activities are some of the strategies of establishing a fantastic relationship with students. Teachers want to be aware and reveal their attitudes and perceptions in the direction of college students which may once in a while be of (dis) favoring positive students. Students understand these attitudes and consequently, both relate favorably to the challenge or otherwise. Students come to the instructional putting with varying reviews, interests, and skills. There are differences in sorts and tiers of intelligence, cultural backgrounds, and gaining knowledge of strengths and deficits. Teaching that recognizes and affords room for such variations, effects in college students feeling greater frequent and enhances getting to know. Praise can be used by instructors as a common shape of advantageous reinforcement though the instructor wishes to apply discrimination while the use of praise in public. Incorrect responses also want to be dealt with in a wonderful way by using imparting hints or cues, encouraging collaboration to are seeking assist to find accurate solutions, imparting elaboration, and explanation. Most frequently the issues faced with the aid of instructors ought to do with ordinary defaulters or disrupters. They come to this level due to the fact their desires aren't met in a conventional lecture room - specifically needs such as getting to know via peer interaction, revel in, etc. This understanding will lead to a belief device that all students can study, albeit differently. The next level is to engage these students in a talk and apprehend what motivates them for example, you can administer a 'mastering styles' questionnaire that will resource you to become aware of their gaining knowledge of style and plan stories for them that fit their getting to know styles. Actions inclusive of these will create the notion amongst college students that they matter to their trainer. The feeling of recognition is the first predominant step toward success. It is relevant here to relate a test that leads to the conclusion that advantageous beliefs are critical in achieving success. 113

6.10 Summary We as a teacher have to deal with pupils, parents, administrators, colleagues, and the public in general. These make it imperative for us to have a fairly good knowledge of human and social relationships. Besides having mastery over the subject matter, we should know what the responsibility of the school is: as a sub- community and as part of the bigger community. We have the responsibility of educating the children and enabling them to become good citizens of the country as well as responsible members of the community. To do this job successfully and efficiently, it is essential to maintain a good relationship with the community. Moreover, through our exemplary behavior, zeal for service, and readiness to help others, we can play a key role in the community-oriented program of the school. In nutshell, we are expected to take classroom experiences to the community and community experiences in the classrooms. Classroom Climate is the classroom environment, the physical and the emotional factors, the social climate, of the schoolroom. It's the concept that teachers influence student growth and behaviour. 6.11 Key Terms ? Community: The community is a group of people sharing common social, economic, and cultural interests, purposes, practices, codes, understandings, and commitments. ? Classroom Climate: Classroom Climate is the classroom environment, the physical and the emotional factors, the social climate, of the schoolroom. ? Classroom management: Classroom management and management of student conduct are competencies that teachers accumulate and very own over time. 6.12 Check Your Progress 1) Explain the term Community. 2) What is the need for School-Community relationship? 3) List a few of the Community resources. 4) List any 3 utilities of School-community relationship. 5) List any 2 pre-requisites of Good School Community Relationship. 114

115

Module: IV Cross-National Perspectives on the Sociology of Education 116

Unit: 07 Culture and Education Structure 7.0 Introduction 7.1 Unit Objectives 7.2 Culture: Definition & Meaning 7.3 Different Types of Culture 7.4 Difference between material and non-material culture 7.5 Relationship between culture and Education 7.6 Impact of Culture on Education 7.7 Cross-national comparisons in education 7.8 Summary 7.9 Key Terms 7.10 Check Your Progress 7.0 Introduction In this Unit, we will consider the concept of culture in all its aspects as it is associated with human society and civilization. The educational system of any society has a clear impact on its culture. The basis of the educational system of a society is its needs and they are fulfilled by education. Culture has an impact on education. We shall see how culture influences our lives at several levels and how significant it is as a means of carrying forward values and traditions. 7.1 Unit Objectives In this unit, we will understand: • Concept of Culture- Meaning, Definition • Relationship between Culture and Education • Different types of culture 117 • Impact on Culture • Characteristics of Culture 7.2 Culture: Definition & Meaning The definition of culture defined in the dictionary as 'customs and civilization of a particular time or people' and 'intellectual and artistic achievement or expression'. Through time, various thinkers and philosophers have defined and explored the meaning of culture in their own ways. In the 1950s, A. L. Kroeber and Clyde Kluckhohn collected over a hundred definitions of culture. Culture is spoken of as Sanskriti in Vedic terms, the phrase originating from sanskara that's imbued with the sense of a manner of enhancement and cleansing. Sanskriti could then be taken to mean a set of strategies or a system that purifies and elevates Man's life by showing him how to coexist in concord with others and teaches him the courtesies of living in human society and the practice of philanthropy. It also gathers into its ambit, the one's values, and modes of conduct which bring about a refinement and instills those sanskara that allows you to take them on the street to enlightenment and will refine their talents.

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By culture, we mean the device of norms and requirements that a society develops over the direction of many generations and which profoundly impacts the behavior of people residing in that society.

Culture is said to be the complete package of knowledge, beliefs, customs, art, morals, regulation, and any other competencies and habits obtained by an individual being part of that society. The purpose of culture is to offer to the society with the aid of cognizant manner

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of mastering and experience, styles of behavior that are found beneficial for harmonious existence and clean functioning in all occupations and interactions, and thereby man or woman and institution survival and perpetuation. It is the integrated, social, biological, and ethnic modes of conduct of a set or a society. It is implied that even the ownership of ideas, attitudes, values,

and many others are from culture. Culture gives an experience of identification to its members, thus assisting them to cope with difficulties all through times of strain and lends meaning and continuity. Where the forces of capitalism and the marketplace have eroded the feel of 118

continuity due to fast political and economic changes and, as mentioned by Karl Marx, 'all this is solid melts into air, all that is sacred is profaned', culture is the one method that affirms one's experience of self and identity in this an increasing number of divided and fragmented world of consumerism. Culture can never be the result of someone's single person's initiative or endeavor nor can it be stated to be the result of any precise incident at any unique time. It is a gradual and gradual evolution over epochs and records. Culture is the accrued legacy of innumerable ventures, trials, and experiences over the years as societies and civilizations evolve through the years. It isn't something this is established or altered within the span of one generation or length but is what slowly develops over a duration of centuries. Within the endless ramifications of culture is encompassed the history of all aspects of all human societies. It registers the movement and waves of mind and deeds; the ascent and descent of empires and civilizations; the boundaries that came in the way of human progress; the cycles of spoil and regeneration of societies on the social, countrywide, and international levels. All and any improvements made whether or not in psychology, art, science, politics, economic system, or handling the religious realm are recorded in culture. So we can say that the spine of any society is its culture. Whether it's miles the art, traditions, festivals, ceremonies, even get dressed and food, it is the lifestyle of the community that is a determining factor. Suppose, for any reason, there is any obstruction or interference in the boom and transmission of cultural values, the complete structure of that unique society would change. Civilization can be said to be the external look of tradition and the two are inextricably connected. Civilization is the expression of culture whereas culture is the foundation and strength of civilization. If lifestyle cannot exist without human beings, human beings also can not live to tell the tale without subculture. Perhaps it would not be incorrect to the kingdom that the social function subculture performs in a society is its actual meaning because it often performs the position of expressing, informing, and socializing. However, like the goods of culture which mirror a social actuality, so also, we are able to say that that means of way of life mirrors a reality that goes beyond factual, prosaic, and medical explanations. For some people, lifestyle is the reflection of a religious pressure that precedes all thought and interaction. Social customs, traditions, institutions, etc have a direct impact on our activities like thinking, understanding, remembering doing, etc. An individual tries to adopt 119

those components swiftly which are highly recognized in society and are a significant part of the culture. A person tries to remember only those things which give prestige and honor in society and wants to forget those things which bring the opposite results. It is the characteristics of culture that it motivates a man to remember and adopt recognized things and forget the things unrecognized by society. The needs of a society that are less developed are confined to earning a living, internal and external defense, and worship God and Goddesses. These needs are learned by experience and for them, no formal education is needed. With the culture becoming complex, it needs formal education for transmission of knowledge from one generation to the other. In order to fulfill this need, special educational institutions are required, such institutions are called schools. Personality, Society, Culture, and Education are correlated with each other since culture affects the development of the personality. The form of education is affected by the form of social culture. In society, the sources of education are also other than the schools. Culture implies

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the system of standards and norms that society evolves over the period of many generations and which intensely influences the everyday behavior of people in that society.

The purpose of culture is to give society a conscious process of experience and learning, patterns of behavior that are found useful for a cordial

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existence, and smooth functioning in all occupations and interactions and thereby ensure individual and group survival and perpetuation. It is the integrated social, biological, and traditional modes of behavior of a society or

group. "Culture is an attitude of mind, an inclination of the spirit and those who yearn for it, wish to have a vision of greatness, sit in the presence of nobility, see the highest reach and scope of the spirit of man." Has been stated by Radhakrishnan Commission on University Education (1948-49) "The curricula and system of education will be enriched by cultural content in as many manifestations as possible." Was observed by The National Policy on Education (1986) It also detected, "Education can and must deliver about the high-quality synthesis between alternate oriented technologies and the country's continuity of cultural traditions' ". 7.2.1 The characteristics of culture George Peter Murdock has stated the following characteristic of the culture:- 1. The accomplished Quality: An Individual is not born with culture. Hence, it is a learned process and man moulds himself according to his environment. 120

2. The Transmitter Quality: Culture is transmitted from person to person. The individual is moulded according to his family and society of which he is the member. 3. Social Quality: Each society has a culture. Each member of the society is dependent on the other and each expects from the other. This expectation binds society. 4. The quality of Idealism: Culture is based on some ideals and each generation acquires it from its predecessors and each member has to follow it. 5. Gratifying Quality: Man as a member of the society has various needs and these needs are satisfied by the culture. 6. The Adaptive and Integrative Quality: Each culture tries to adopt the qualities from outside, its own environment. The contact of two or more cultures takes place and this interaction lends the adaptive quality to the culture. The different aspects of culture join hands to form a whole integrative culture. 7. Culture is always idealized: Human beings are continuously refining and polishing their behavior, action, and thought. Culture stands for ideals and norms of human behavior. 8. Culture Meets the Recurring Demand of Mankind: Culture meets the various recurring demand of reproduction nursing an infant to maturity marriage and finally disposal of the dead. All their demands are met by culture from generation to generation. Culture points out the smooth way to meet the perceptual demands of individuals. Nevertheless, culture has a few more characteristics, which are as under:- ? Culture is social: it does not prevail in confinement. It is a product of society. It develops through social interaction. No man can obtain culture without relationships with others. ? Culture is shared. It is not something that an individual alone can possess. Culture is sociological sense, which is shared e.g. customs, traditions, beliefs, ideas, and morale, etc. Are all shared by people of a group of society. 121

? Culture has learned: Culture is not inborn. It is observed, culture is mostly called "learned methods of behavior. Unlearned behavior is not culture. ? Culture is transmissive. Since culture is transmitted from one generation to another hence it is transmissive. Language is the main vehicle of education. Language in different form makes the possible for the present generation to understand the achievement of earlier generations. ? Culture is Dynamic: No culture ever remains changeless or consistent. It is subject to show, but constant change. Culture is responsive to the altering prerequisites of the physical world Hence culture is dynamic. ? Culture values from Society to Society: Every society has a culture of its own. It differs from society to society. The culture of every society is unique to itself. ? Culture is continuous and cumulative: Culture exists as a continuous process. In its historical growth, it tends to become cumulative. Sociologist Linton called culture "the social heritage" of man. 7.3 Different Types of Culture We have 'corporate culture' that points out to the wheeling-dealing world of the corporate sector; there is the competing culture' in educational establishments that motivates the students to provide their best; there may be 'consumerist culture' which highlights the status and spending power and is associated with greater material satisfaction; there is 'emerging culture' that is an index of attitudes and behavior styles of a specific group. By such free use of this word, it nearly seems as if we have lost the basic meaning of culture. Culture can be classified into the following types: 1) High culture 2) Low culture. 3) Popular culture. 4) Folk culture. 122

7.3.1 High culture Victorian poet-critic, Matthew Arnold through his work *Culture and Anarchy* (1869) introduced in English the term 'high culture'. For him, 'high culture' was a drive that inspired moral and political good. He stated that this intended to "recognize the best that has been stated and thought within the world" and he defined 'high culture' as the "examination of perfection". The poet T. S. Eliot, in his notes in the direction of the definition of Culture (1948) felt that both high culture and popular culture were vital for there to be a whole way of life. Much of 'excessive lifestyle' pertains to the appreciation of 'high art', a time period that includes Literature, Performing Arts, Music, and Visual Arts. What appeared as being a part of this 'excessive way of life' was that which had frequently been created during a time when the artist had the patronage of wealthy, sophisticated and aesthetically willing humans and was thus able to produce works of art in an environment that turned into free of financial or different tensions. Hence, the western idea of 'high artwork' flows from the Graeco-Roman duration and via the Renaissance. Of course, it existed in different societies as well, drastically the historic civilizations of Egypt, Greece, Rome, India, Byzantium, Persia, and China, etc. 'High Culture' refers to artwork or cinema via the acknowledged masters, classical track, or dance and writing that has been mounted as canons. Although it's been criticized as being elitist and catering only to the educated, urban, affluent class, efforts have frequently been made to involve the overall public in exhibitions or concert events that feature 'high culture'. Governments of various nations also promote it by funding museums and libraries and subsidizing theatre or in music groups. As the access to books and education slowly opened up, academicians took up the look at all aspects of excessive culture, and courses that target liberal arts promote this idea although they no longer nowadays use this precise term. In the fields of cultural Studies, Media Studies, Critical Theory, Sociology, Marxist concept, and Postmodernism, the issue of excessive tradition vis-a-vis famous or mass tradition has been targeted in quite a few ways. It has also been an important concern within the discipline of political ideas on Nationalism. For instance, Ernest Gellner considered it a vital feature in the formation of a composite countrywide identity and he defined excessive culture as "...A literate codified culture that allows context-free communication". He distinguishes between miscellaneous cultures in 123

choice to the differences within a specific tradition and contrasts 'high tradition' with less complicated, agriculture-based 'low cultures'. Yet some other Sociology related, broader, elegance based concept of 'high culture' defines it as, "taste", below which may be located etiquette, appreciation of first-rate food and wine, etc. It also refers to sure social rules that are meant for the upper class and which aren't available to the low classes. 7.3.2 Low culture This is a disparaging term, used for some sorts of popular tradition and is viewed as the opposite of 'high culture'. Some culture theorists opine that both 'high' and 'low' cultures are subcultures. In the post Modern era, it frequently appears that the road of distinction between each has nearly been erased. Examples of 'low culture' are slapstick, kitsch, escapist or cinema or pulp fiction, and popular music and dance (as opposed to classical tune and dance). The Romantic Movement was a few of the first to take any other look at the supposed 'low culture' and re-cast it at a time while medieval romances that had earlier been disparaged began to persuade literature. 'Low culture' is thus every other term for the popular culture which has mass appeal. This could consist of matters in the society as various as gossip magazines or speak shows, sports activities like football or cricket, movie songs, and books that are currently nice dealers or even take-away food. 7.3.3 Popular culture In the fifteenth century, the word 'famous' when utilized in law and politics, denoted 'low', 'base', 'vulgar' and 'of the commonplace people'. It turned into not until the latter part of the eighteenth century that the phrase won the fantastic connotation of what it is taken to intend today 'widespread' and 'well-liked'. This kind of culture, also referred to as popular culture, as the time period suggests, is associated with all the one's activities (alongside their related symbols) which are popular or not unusual. The question which arises is how is that determined? It is determined most customarily through the mass media which defines and even determines what is popular inside the social context i.e. All this is accepted by the bulk of the members of society. Popular culture is also taken to mean all those cultural factors which might be widely well-known in a specific society and which can be transmitted through the neighborhood language. 124

Popular culture features constant exchange and is limited by way of both area and time. It flows, forms opportunity streams and whirlpools which together create values and attitudes which might be inter-structured and influential in diverse ways. Elements of popular culture may certainly diversify or evolve right into a separate culture as well. Whatever constitutes popular culture appeals to an intensive phase of the public. Popular culture is also frequently defined as Mass Culture, that is economically driven, heavily produced, and is meant for mass consumption. It also can be termed as the 'authentic' culture because its maximum displays the tastes and fashions of the majority of that period. It is often visible as being almost antithetical to the exclusive, elitist High culture' and a sign of resistance through the masses. Popular culture has been visible to have emerged from the shift to urbanization after the Industrial Revolution. Popular subculture embraces a range of fields from mass media and entertainment to cooking, literature, clothing, sports, fashion, music, etc. And is expressed through circulation in huge numbers. It has had an excellent impact on art, notably that which was made during the fifties onwards in the UK and the USA. It is frequently viewed as superficial, driven by means of consumerist motives, corrupted (and able to corrupting), sensationalist in nature, and cater to the lowest common denominator and therefore criticized, especially via non-secular organizations. There is the view that it's far debased and inconsequential and one that not only skirts the deep realities of life but also, at the same time, ignores the simple, artless joys of existence. Some works appear to blur the great line that demarcates High and 'popular' culture and appears to belong to both classes for one or the other reason.

7.3.4 Folk culture

This is the culture and customs of a selected community or society that is emulated within the local lifestyle. Folk culture is generally transmitted from generation to era through the oral tradition and is infused with a sturdy feeling of network. It also shows up the differences among what used to be completed and the new approaches of doing it. During primitive times at some stage in the pre-industrial eras, folk culture was similar to mass culture and as a result, can also be known as the popular culture of that time. 125

Folklore changed into and is part of popular culture that is normally spread via word of mouth and in these cutting-edge times, via the Internet and SMS, evolving over the years and usage. Folk culture is securely implanted into a sense of place. Even when some elements of it are shifted to a brand new locale, as in the case of migration, the displaced elements still carry robust connotations of the place of their origin. What distinguishes folk culture from popular tradition is that the former locations emphasis on looking inward without reference to the outside, not like the latter. However, it should not be forgotten that folks tradition has always impacted each 'popular' and 'high' culture and many features of folk culture have long passed on to end up alike and complex parts of each other cultures.

7.4 Differentiate between material and non-material culture

Sociologists describe two interrelated aspects of human culture: the physical objects of the culture and the ideas related to these objects. Material culture refers to the physical objects, resources, and spaces that people use to outline their culture. These include homes, neighborhoods, cities, schools, churches, synagogues, temples, mosques, offices, factories and plants, tools, means of production, items and products, stores, and so forth. All of these physical elements of a culture assist to outline its members' behaviors and perceptions. For example, technological know-how is an imperative component of material culture in today's United States. American students need to study to use computer systems to live on in college and business, in distinction to younger adults in the Yanomamo society in the Amazon who should research to build weapons and hunt. Non-material culture refers to the nonphysical ideas that people have about their culture, which include institutions, beliefs, organizations, values, language rules, norms, and morals. For instance, the non-material cultural thought of faith consists of a set of thoughts and beliefs about God, worship, morals, and ethics. These beliefs, then, determine how the culture responds to its religious topics, issues, and events. When thinking about non-material culture, sociologists refer to countless strategies that a way of life makes use of to structure its members' thoughts, feelings, and behaviors. Four of the most essential of these are norms, symbols, values, and language. 126

7.5 Relationship between culture and Education

Associations of Education and Culture: Culture is closely related to education in which the educational system of any society has a clear effect on its culture, culture has its influence on education e.g. in a communistic culture in which materialism is more powerful than spiritualism. It means the mode of education is towards material progress. Culture-based Education (CBE) is also more likely to put cultural skills to use in their communities and report a higher level of trusting relationships with teachers and staff, underscoring a deeper sense of belongings at school. The eventual relationship between education

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and culture is evident from the reality that one of the major aims

of education is to educate the child about his cultural heritage. Every individual is born into a particular culture, which provides him a definite pattern of values and behavior, which guide his conduct in various walks of life. 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. "Teachers ought to relate teaching content to the cultural background of their pupils if they desire to be impactful in the multicultural classroom", as per Wodkowski (1995). The framework for culturally responsive teaching addresses the bond of motivation and culture and analyses some of the social and institutional resistance to teaching based on principles of intrinsic motivation. Our emotions influence our motivation. In turn, our emotions are socially through culture. The deep influence of language beliefs. A value and behavior that pervades every aspect of people's lives e.g. one person working at a task feels frustrated and stops, while another person working at the task, feels joy, and continues. The response of a student has to be a learning activity that mirrors his or her culture since culture alters in their definition, hazard, opportunity, and gratification and in their definition of appropriate response.

7.6 Impact of Culture on Education The main motive of education is to convey civilization into society and if education is unsuccessful in bringing approximately enhancement and well being then it's far taken into consideration to be of no utility. Education is considered to be the most powerful device in bringing about modifications within a person. On one hand, 127 schooling assimilates a person; on the other hand, it preserves, transmits, and develops the culture of the society. It can be stated that education and culture are together interdependent, supplementary, and complementary in all their aspects and activities. Thus, the connection between education and culture is permanent. Culture plays a significant part in man's life. Awareness regarding various styles of culture can assist a man or woman is adjusting to the herbal and social environment, growing an individual's personality, socialization of the individual, right use of freedom, and know-how of other cultures and right meaning of liberality. Educational aspects and cultural components are imparted to a man or woman through their families, communities, and educational institutions. Taking into consideration the significance of tradition and the function played by education inside the socialization and the acculturation of a character, it is meaningful to investigate the changes that have taken shape in our

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culture. Education and culture are in detail and essentially related. The cultural pattern of society defines its education patterns. For instance, if a society has a spiritual pattern

then the educational styles may even emphasize the moral and the religious values of lifestyles. Any society which is devoid of culture will now not have any particular instructional organization. Therefore, the cultural sample of any society, vicinity, or country can have a strong

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impact on its educational sample. The ultimate relationship between culture and education is apparent from the reality that one of the

principal records is that education affects a person's cultural heritage. Through the capacity of education, a person has to learn the cultural values and norms in order to lead to the development of society and him. Every person is born into a culture that offers him specific patterns of behavior and values that publications his habits from unique walks of life. Culture has played a vast role in man's existence in adjusting to the herbal and social environment, in developing his personality and in the communication process. It is through education that a character will become conscious of the number of modes of conduct that are suitable to that culture. The reason for education is to inform the individual about the nature of culture and how to comply with those cultural patterns; norms, values, ways of communication, rules, standards, policies, and behavioral conduct. In every field, education reasons focus on the students involving the world, how changes have come about in each and every location 128

inside the path of time, and performing tasks in accordance with their country's principles. Within academic institutions, cultural dispositions have an impact on the methods kids take part in education. In individualist perspective, college students work independently; interact themselves in discussions and arguments to study to think critically. The faculty environment is managed by using the teachers in an oblique manner, pupil strength of will is stimulated and mother and father are indispensable to a child's academic growth and are concerned actively. On the other hand, in the collectivist perspective, students work with peers and furnish help when required, the behavioral characteristics of the students are that they are quiet and respectful in the class in order to study efficiently, teachers do render the foremost role in the administration of the faculty however the behavior and conduct of the students are influenced with the aid of their peers and dad and mom yield to teacher's information in order to furnish tutorial practice and guidance. In India, the development in the education device has provided a stimulus towards the socialization of deprived and destitute people. With this influence, there has been a superb alternative in their lifestyle, there has been a feeling of cohesion and with the invention of machines and technology, a man or woman is having more and greater amusement time. In today's world, an Indian is getting exposed to more science and scientific information from others and no longer racial customs and traditions. Women in the past were no longer given a great deal of importance and had been dealt with inferior to guys particularly in the rural areas inside the country; they were even deprived of their share of the property. In the existing society in rural and city areas, schooling has brought about cultural modifications in the distribution of possessions and rewards to women. Currently, equal rights are provided to Women in the parental property. Earlier girls were not given equal wages for the job obligations that they are performing at the place of work compared to men, however now they are given equal pay for equal work at all levels. Further improvement in the training device will clearly convey about modifications in the mind-set of humans and a fine mindset and constructivism will emerge as a critical phase of culture.

129
Education has an essential role to play in an individual's life; it helps an individual to recognize the world and the environment to stay his lifestyles adequately, it makes the character aware of exclusive values, norms, customs and traditions which are necessary for his existence and improvement and it gives to the character all types of knowledge, records, and materials, which he desires to learn in order to progress. Education is the critical configuration of the social system, shaping the character of youthful era and their tradition elevating them for existence and preparing them for the variety of society they live in and they must live in. In different words, thru the capacity of education, and character learns how to abide by the cultural values. Education has a splendid

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scope as an instrument of social and cultural change. One should		

undergo the idea that via training

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not only information is imparted, but skills, interests, attitudes, aspirations, and values are developed, social and cultural growth is facilitated, and at the same time, social, economic, and cultural ranges of the humans are raised. Education brings cultural modifications which may additionally result in many transitions and transformations in society in many forms. This may additionally be found in every factor human		

way of life

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like versions in norms of values and questioning modes, modifications in cloth culture, ideas, family relations, political culture, patterns of administration at the local, state, regional and countrywide level, involvement in social activities, trade-in capabilities and		

behavioral qualities of personnel; in quick in each component of human activity. Culture allows an individual

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to recognize good thoughts and abilities. It enlivens human pursuits and social efficiency. A cultured individual is neither too self-confident nor too rigid and aggressive. He does not

now manifest extremes of passions or violence of emotions or extravagance of language; in different words, he is a cultured character and education performs a critical function in the introduction of such kinds of individuals. Culture and Education both complement and supplement each other in various aspects. We can conclude the following points as

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some of the influences of culture on education. 1. The Aim and Ideals of education are mostly determined by the values and patterns of society. 130 2. The curriculum is habituated as per the culture of society. It is framed according to the ideals and needs of society to realize the cultural values. 3. Process of Teaching and culture are commonly linked. The changing cultural patterns of society exert a powerful influence upon the method of teaching also. The shift from old teacher-centered teaching to child-centered education is an example. Socialized Approaches like discussion, symposium & project method seminar, etc are widely used in the teaching-learning process because of the impact of culture. 4. Discipline is also affected by cultural values. The present cultural patterns of living and thinking are directly connected to our theory of the

discipline. 5. Text Books that are penned as per the formulated curriculum and support and promote values and cultural ideas are welcomed. 6. The teacher the one

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who has imbibed the cultural ideas and values of the society only can achieve this mission successfully. Only such

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teacher is able to instil greater ideals and moral principles in children. 7. School is a miniature version of society, the entire programs and tasks of the school are Classified according to the values of society and cultural ideas. Hence, school is the centre of promoting, moulding, reforming, and developing the cultural pattern of society. 7.7

Cross-national comparisons in education Student achievement on international tests differs sharply across countries. Students in Finland, Korea, Japan, and Canada consistently score over 2 standard deviations higher than students in Indonesia, Panama, Peru, and Kyrgyzstan in mathematics, reading, and science across several international comparisons. These differences in academic achievement might stem from the countries' economic and cultural differences. First, the countries with higher average test scores are generally much wealthier (e.g., as measured by gross domestic product [GDP] per capita) and more equal economically (e.g., income Gini) than the countries with lower average test scores. These differences suggest that both greater educational resources and more equal distribution contribute to greater student learning and 131

academic achievement. Second, the countries within each set are culturally diverse, suggesting that cultural values do not account for differences in test scores. Economic and cultural differences across and within countries can fuel differences in resources across families, schoolmates, schools, and students that influence students' learning opportunities and subsequent achievement.

7.7.1 Ecology of Student Achievement

Student interactions with their environment can influence their academic achievement (see Figure 1; Bronfenbrenner, 2005). Students have frequent and direct contact with family (or any immediate context to create a microsystem), which offers learning opportunities on which they can capitalize to learn and achieve in school. For instance, students living in families with higher socioeconomic status tend to outperform other students on achievement tests (Baker, Goesling & Letendre, 2002). Connections between family and school contexts (or any two microsystems that form a mesosystem) can also influence academic achievement. For example, when parents are more involved in children's school activities, their children show higher academic performance (Chiu, 2010). Thus, both the immediate contexts and the interactions among them influence students' academic achievement. A more distal context, such as a parent's stress at work, might result in less school involvement and their children's poorer academic performance (links between distal and immediate contexts are called ecosystems, Bronfenbrenner, 2005). These microsystems, mesosystem, and ecosystems are all under the influences of the larger cultural contexts, such as the economy and cultural values of the society (macrosystem). For example, students in richer countries showed higher academic achievement and had stronger links between family cultural communication and academic performance (Chiu, 7.7.2 Economic Differences

7.7.2 Economic Differences

Students in countries with greater economic productivity (real gross domestic product per capita) show higher academic achievement (Chiu & McBride-Chang, 2010). Richer countries can raise student achievement through extra resources at the country, family, and school levels (Chiu, 2009). These resources provide students with more learning opportunities. In richer countries, the government tends to invest more in education by building more educational infrastructure (schools, libraries, and museums) and providing better educational resources and 132 teacher training. The availability of these educational resources and opportunities can directly enhance students' learning. Students in richer countries can also benefit indirectly through higher nutritional standards or better health care. These help ensure students are healthy and have adequate energy when they study which in-turn contributes to better academic performance in richer countries.

7.7.3 Family SES

Families in richer countries tend to have more material, human, and cultural capital that help their children learn more (Chiu & Khoo, 2005). In richer countries, families often have more educational resources at home (such as books, computers, and tutors), which provide students with more learning opportunities. By capitalizing on these learning opportunities at home, students in richer countries can outperform academically students from poorer countries. Apart from material support, children also benefit from family members' human capital (Chiu & McBride-Chang, 2010). As the overall education level is higher in richer countries, parents in these countries often have completed more years of schooling and have higher aspirations for their children's educational attainment. As a result, these parents encourage their children to study, excel academically, and complete higher levels of education. Furthermore, families with both parents are more likely to have more and better educational resources at home and are more involved in their children's schooling. Parents in richer countries also often give their children more opportunities to learn cultural knowledge, skills, and values, which contribute to better academic performance (Chiu & Chow, 2010). Cultural possessions at home, such as paintings and poetry books can highlight the importance of one's culture and facilitate communication about cultural values and norms. This family cultural capital can influence students' academic performance in two ways. First, families with more cultural capital often understand their children's schools better and are more connected with these schools, thereby are more likely to involve in activities and works in these schools. Second, this cultural capital also helps children better understand school norms and their teacher's and classmates' expectations in school. So, these children often behave appropriately in school and have better relationships with teachers and classmates. With greater support from their parents, teachers, and fellow students, these children feel a stronger sense of 133

belonging at school, are more motivated to learn, and have greater academic success than other students (Chiu, Pong, Mori & Chow, in press). 7.7.4 School Resources At the school level, students in richer countries often have more school resources, teacher resources, and schoolmates who share educational resources with one another, compared to students in poorer countries (Chiu, 2010). Schools in richer countries tend to offer more hours of classroom instruction and have better facilities and teaching materials. By utilizing these school facilities and materials, students in richer countries can learn more than those in poorer countries. Schools in richer countries often have teachers with higher qualifications and better training (e.g. teacher certification), so their students typically show higher academic achievement (Chiu & Khoo, 2005). These teachers are more capable of using effective teaching methods and raising students' learning interests, all of which enhance student learning. Also, these teachers are more likely to create a supportive classroom atmosphere of mutual respect and caring, and foster students' feelings of being valued for academic efforts, reinforcing their students' school engagement. As discussed earlier, students who have better relationships with their teachers feel a greater sense of belonging at their school and higher academic achievement (Chiu, Pong, Mori & Chow, in press). Furthermore, teachers in wealthier nations are more likely to choose a broader degree of curriculum coverage, a more advanced level of learning activities, and more advanced materials, compared to those in poorer countries. These teachers often have higher expectations of their students and help them realize them through higher academic achievement. Students enrolled in privileged schools are perceived as smarter. Their teachers are likely to have higher expectations of them and willing to invest more in their learning compared to teachers of other students. Also, teachers can directly or indirectly communicate these expectations to the students, such as adopting a more advanced level of learning activities, thereby affecting their expectations and behaviors. These enhance better learning of students in privileged schools compared to their counterparts in poorer schools. Students in schools with a good disciplinary climate also show higher academic achievement (Chiu & Chow, 2011). A good disciplinary climate at school provides students with a physically and psychologically safe school environment. These feelings of safety throughout a school contribute to stronger school engagement, and students can concentrate on 134 their learning in this environment. As schools in richer countries often have better disciplinary climates, students in these schools tend to have greater school engagement and higher academic achievement. 7.7.5 Schoolmates Schoolmates can affect one another's learning through their educational resources and group culture (Chiu & Khoo, 2005). Compared to their counterparts in poorer countries, families in wealthier nations are more educated, are more capable of creating an enriched learning environment, and have more positive attitudes toward formal education. When students share their resources and experiences with their schoolmates, they learn more and show higher academic achievement. Students with proportionately more high-SES and higher achieving schoolmates showed better academic performance than those with more low-SES and lower- achieving schoolmates. Because higher-achieving students are more likely than other students to value learning and academic success, and thereby support such a school culture at school, which supports other students' learning. 7.7.6 Cultural Differences Countries have different cultural values and the ways they address basic societal issues (Hofstede, 2001). People learn these values through both formal socialization, including direct teachings of parents and teachers, and informal socialization, such as daily exposure to social norms. Among different cultural values, two basic societal issues are particularly important to students' academic achievement, and they are the degree of hierarchy and obedience to authority vs. equality (hierarchical vs egalitarian), and favoring group interests vs. individual interests (collectivism vs individualism). A hierarchical nation emphasizes authority obedience and hierarchical status (e.g., Russia), while an egalitarian country emphasizes equal view and value towards one another (e.g., Sweden). Also, a collectivist society concerns group interests (e.g., Hong Kong), while an individualistic nation concerns individual interests (e.g., New Zealand). Cultural values did not directly affect students' science scores, but they interact with the effects of family characteristics on academic achievement (Chiu, 2007). Thus, students in these countries often view academic achievement as linked to future success, so they are more likely to study harder and achieve greater academic success. 135

7.8 Summary This Unit can be summarized as under: ● The definition of culture defined in the dictionary as 'customs and civilization of a particular time or people' and 'intellectual and artistic achievement or expression'. Through time, various thinkers and philosophers have defined and explored the meaning of culture in their own ways. ● The purpose of culture is to offer to the society with the aid of cognizant manner

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of mastering and experience, styles of behavior that are found beneficial for harmonious existence and clean functioning in all occupations and interactions, and thereby man or woman and institution survival and perpetuation. ●

Culture gives an experience of identification to its members, thus assisting them to cope with difficulties all through times of strain and lends meaning and continuity. • Culture can be classified into High culture, Low culture, Popular culture, Folk culture • Material culture refers to the physical objects, resources, and spaces that people use to outline their culture. These include homes, neighborhoods, cities, schools, churches, synagogues, temples, mosques, offices, factories and plants, tools, means of production, items and products, stores, and so forth. • Non-material culture refers to the nonphysical ideas that people have about their culture, which include institutions, beliefs, organizations, values, language rules, norms, and morals. • Culture is closely related to education in which the educational system of any society has a clear effect on its culture, culture has its influence on education • The framework for culturally responsive teaching addresses the bond of motivation and culture and analyses some of the social and institutional resistance to teaching based on principles of intrinsic motivation. 136

• The main motive of education is to convey civilization into society and if education is unsuccessful in bringing approximately enhancement and well being then it's far taken into consideration to be of no utility. • Students in countries with greater economic productivity (real gross domestic product per capita) show higher academic achievement (Chiu & McBride-Chang, 2010). Richer countries can raise student achievement through extra resources at the country, family, and school levels • Families in richer countries tend to have more material, human, and cultural capital that help their children learn more (Chiu & Khoo, 2005). In richer countries, families often have more educational resources at home (such as books, computers, and tutors), which provide students with more learning opportunities. • At the school level, students in richer countries often have more school resources, teacher resources, and schoolmates who share educational resources with one another, compared to students in poorer countries (Chiu, 2010). • Countries have different cultural values and the ways they address basic societal issues 7.9 Key Terms ?

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Culture: Culture implies the system of standards and norms that society evolves over the period of many generations and which intensely influences the everyday behavior of people in that society. ?

High culture: Victorian poet-critic, Matthew Arnold through his work Culture and Anarchy (1869) introduced in English the term 'high culture'. For him, 'high culture' was a drive that inspired moral and political good. 'High Culture' refers to artwork or cinema via the acknowledged masters, classical track, or dance and writing that has been mounted as canons. ? Material culture: Material culture refers to the physical objects, resources, and spaces that people use to outline their culture. 137

7.10 Check Your Progress 1. What is Culture? 2. What is the purpose of Culture? 3. List down different types of cultures. 4. What is Folk Culture? 5. Give 3 examples of Material culture. 138

Unit: 08 Education beyond Geographical Barriers Structure 8.0 Introduction 8.1 Unit Objectives 8.2 Education beyond geographical barriers 8.3 E-learning 8.4 Curriculum goals for creating globally competent students 8.5 Education as a process of Social system and Socialization 8.6 Family as an Agency of Education 8.7 Summary 8.8 Key Terms 8.9 Check Your Progress 8.0 Introduction Did you know that on-line coaching takes 40-60% less time to entire a direction than usual school room training, and it can expand worker engagement in the administrative center by means of over 18%? While some corporations and educational firms stick to historical school, greater than 50% of North American enterprises have already adopted e-learning in one or the other form. Gone are the days when simple education classes required bodily presence from both the learners and the tutors at common ground. Step into the future the place all the involved parties are actively collaborating in online classrooms, events, and guides regardless of their physical location. It is the generation of e-learning and on-line instructing platforms. we will discuss Distance Learning, E-learning, the Importance of Curriculum, and Socialization. Also, we will discuss Family as an Agency of Education 139

8.1 Unit Objectives In this Unit, we will understand in detail:- • Importance of Online Education that breaks the geographical barriers- Distance education, E-learning • Curriculum Goals • Educational institution in socialization • Role of the family as an agency of education 8.2 Education beyond geographical barriers Distance learning, E-learning with virtual communication has unbounded the traditional mode from countless dependencies and constraints. By eliminating the inefficiencies of traditional classrooms, online teaching platforms are offering the accessory tech that allows unlimited learning with proper interaction and efficiency. Be it corporate training, private tuitions, academic learning, or MOOCs (massive open online courses), you can discover the online mode for teaching and learning in the entire sphere today. We will hereby be discussing online modes of education in detail. 8.2.1 Distance Education Distance education is described through a non-conformist and non-traditional approach which, in effect, questions present norms of typical education and seeks to provide a new orientation to academic processes. It assumes premises about the nature of gaining knowledge of that are vastly one-of-a-kind from those governing the standard gadget of education. Moreover, it has its own dialectic register which arises out of its endeavor to overcome the problems that are implicit in imparting coaching to students who are at a distance from the teacher and/or the institution. Distance training refers to the 'mode' which does no longer require the bodily contiguity of the teacher and the learner at all times. It is not unusual to confuse the phrases 'Correspondence Education', 'Distance Education', and 'Open Education' with every other. It is proper that openness to methodology is an attribute of distance education, however, it must be noted that 'non-distance

140 education' or 'face-to-face education' may additionally also use 'open' methodologies. Moreover, 'distance education' is viable without being 'open'. Distance education' is an expression which formally replaced the before term 'correspondence education' in the Twelfth World Conference of the International Council for Correspondence Education, held in Canada in 1982. The debate on the search for a splendid expression to embody all the characteristics which had, of late, come to be related with what was known as Correspondence Education till currently was accelerated by using the British Open University that developed in 1969 and the consensus, as indicated above, used to be executed in 1982. The expression marks a deviation from the until now distribution-strategy-based nomenclature to the nomenclature representative of the spatial and temporal relationship between the sources and the receiver of education. Moore (1 973) is more explicit in so ways as the attribute elements of distance education are concerned. According to him, distance teaching can also be defined as the household of educational techniques in which the instructing behaviors are performed aside from gaining knowledge of behaviors, including these that in a contiguous state of affairs

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would be carried out in the learner's presence, so that communication between the trainer and the learner must be facilitated by print, electronic, mechanical or other devices.

At least three points of distance training are definitely discernible in this definition: i) educating behavior stays separated from mastering behavior (e.g. correspondence courses); ii) face-to-face educating and getting to know varieties a phase of the system (e.g., contact programs); and iii) digital and different media may additionally be used to impact learning and teaching (e.g., use of audio and video cassettes). Dohmen (1 977) of Germany defines distance schooling as a systematically organized form of self-study in which scholar counseling, the presentation of getting to know the material, and securing and supervising of students' success is carried out through a team of teachers, each of whom has responsibilities. It is made possible at a distance with the aid of the potential of media which can cover long distances. 141

Peters (1 973) defined distance schooling as "

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a method of imparting knowledge, capabilities, and attitudes which are rationalized through the application of division of labor and organizational ideas as properly as

by using the extensive use of technical media, especially for the reason

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of reproducing excessive-quality teaching materials which makes it viable to teach notable numbers of students at the equal time at any place they live. It is an industrialized form of teaching and learning".

Holmberg defines distance education as that kind of schooling which covers a number of varieties of study at all stages which are no longer under the continuous, immediate supervision of tutors existing with their college students in lecture rooms on the equal premises, but which, nevertheless, advantage from the planning, guidance, and tuition of a tutorial organization. 8.2.2 Significant aspects of Distance Education Keegan brings together various components of the definitions of distance education in order to clarify the nature of distance education. These aspects are: i. the separation of instructor and learner the role of the educational organization ii. the region of the technical media iii. two-way communication iv. The learner getting separated from his peer group v. industrialization Each of these may additionally be considered temporarily as follows: i. The teacher and the learner are separated from every other and this is a central attribute of this structure of education. ii. Distance education is an institutional sort of academic system. It is, therefore, distinct from personal learning about which might also end result from private reading or looking at TV or attending a talk, etc. iii. Distance education makes use of the various technically superior media such as printing, telephone, audio-video, broadcasting, computer, etc. 142

iv. It is a two-way conversation because the pupil is able to respond through assignment-responses or different media and consequently can receive feedback. The scholar, for this reason, enters into a dialogue with the institution. v. Each pupil is separated from his/her peer crew in the experience that although the learners form a pretty great population they do now not have face-to-face interaction among themselves. Thus distance education becomes a noticeably individualized gaining knowledge of the system. In this sense, it remains one of the most individualized of all educational systems. Even though study businesses may additionally be formed beneath distance education learning programs, these may additionally now not be obligatory and the pupil is free to work absolutely on his/her own. vi. Distance training is a precise answer to a unique need. It is the developed industrial society that has created a need for an extra capsular kind of education. At the identical time, it is the equal society that has advanced the essential technology to be able to design an educational system that will provide to such a specific kind of need for Education. By this way, one can mention that distance education is a spin-off of industrial ' development. Thus, today one can outline distance schooling as

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that subject of educational endeavor in which the learner is quasi-permanently separated from the trainer in the course of the

duration of the getting to know the process;

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the learner is quasi-permanently separated from the getting to know group throughout the period of the mastering process; a technological medium replaces the inter-personal conversation of conventional, oral group-based education; the teaching-learning

method is institutionalized (thus distinguishing it from Teach-yourself Programmes) and, ho-way verbal exchange is possible between each the pupil and the teacher (thus distinguishing it from different types of educational technology). In essence, it represents the individualization of the academic processes. Finally, one should comprehend that the idea of distance education is basically a democratic idea. This is, perhaps, what makes it most unique. What a lecturer says as part of his/her oral and spontaneous conversation within the study room is in many ways private. At least, it is limited to a definite and a small number of people and cannot be captured in any medium for review or revision. 143

Distance education achieves: i. Industrialization of teaching, that is, interpersonal verbal exchange is replaced through routinely designed systems of conversation that lie in the printed work, in audio and video cassettes and in computer-based materials; and ii. Privatisation of institutional learning, that is, college students research at domestic and at their own pace. In other words, the man or woman student turns into the focus of learning. Distance education, thus, is a movement away from labor-intensive expenses in education due to the fact that it reduces the active participation of a teacher within the system of education.

8.2.3 A Global View

The extraordinary growth of distance and open gaining knowledge of systems all over the world has substantially modified the instructional state of affairs everywhere today. The traditional notions about teaching-learning are being replaced very fast by using new ideas and strategies, thanks to the progressive changes continuously taking place in the media and communication. Since the concept of training as an investment is additionally steadily gaining ground, even the poorest nations are slowly turning their interest to the instructional needs of their respective populations in order to live on and develop. Distance education has been viewed by means of many as a practicable approach to acquire the national educational dreams shortly and at low costs. At present, there are 1117 distance and open learning institutions of different sorts and sizes located in 107 countries. The range of distance freshmen is approximately 50 million at the higher education level, which is expected to attain ninety million with the aid of 2000 A.D and a hundred and twenty million by using 2025 A.D (Dhanarajan 1996) as per the accessible recorded records pertaining broadly speaking to institutions funded and/or identified via the governments and the public bodies. If we add to these the personal and unregistered institutions and the students learning thru them, the figures will be still higher. In India alone as per the contemporary information reachable in 1995, there had been about 57 distance instructing units known as Correspondence/Distance Education. Departments located within traditional universities, 7 State Open Universities, and 144 1 National Open University (AIU Handbook 1995). Over 1,000,000 students would be on the rolls of these establishments in 1999, and the number of State open universities would have gone up. At the faculty level, the National Open School presents training to about 60,000 students spread across the US. (Chakmborty K, 1994). Besides these, distance teaching programs are presented through some non- public establishments and television companies (e.g. ZED programs with the aid of Zee TV, the management programs offered by way of Jain TV, Sun TV and others). Roughly about 16% of the student population at the higher schooling degree is already taken care of by the correspondence/distance/open getting to know systems. The enlargement of the distance and open getting to know gadgets in different nations. both developed and developing, has established beyond any doubt the fact that this system is going to play a very essential position in the 21 st century. The current dominance of campus-based higher training may additionally end up a thing of the previous possibly by the center of the subsequent century if no longer earlier than that. Possibly the merger of the two systems may also take area faster than expected, and it may additionally lead to new constructions of academic establishments and new strategies that can also be used by using each campus primarily based and distance mode institutions. If that is the trend, then, what will be the implications of it for the growing countries? Distance Education in the Developed World Distance schooling situation in the developed world gives a comparatively bright and promising photo for the 21st century. The Open University, the UK for example, has grown to be the country's largest college which now plays a central function in the credit transfer and award validation mechanisms that knit British higher schooling and training collectively (John Daniel, 1995). In general, the European Distance Education Network (EDEN) indicates that the European international locations have firmly regarded the Distance and Open Learning system as a section of their academic enterprise. North America, Australia, and Japan have developed their personal distance educating - getting to know systems in many forms bendy adequate to cater to the diverse needs of their extraordinary learner clientele (Sewart 1995). Advancement in verbal exchange gadgets which are widely used via the distance and open getting to know establishments in the developed countries make the individualized teaching-learning viable there. Besides. the well set up educational traditions and a wider provision for basic primary and secondary education have created a sturdy base for extending higher, vocational, and unconventional educational programs to 145

those segments of adult populations who have confined or no entry to campus-based face-to-face training in the special areas at the tertiary level. A quick overview of the outstanding aspects of distance and open learning scenarios in some of the superior countries would provide us a better understanding of the scenario in those countries. For example, in the United Kingdom, Germany, France, Norway, Sweden, Spain, the United States of America, Canada, Japan, and Australia the distance open mastering systems operate very effectively for the following reasons: ? Adult novices with an appreciable degree of basic/primary/secondary education. ? Medium of training is primarily via the mom tongue of the learner technological know-how and conversation facilities ? Availability and accessibility of well-equipped, advanced establishments with clear vision and mission statements ? Adequate aid mobilization ? Thoughtful and committed academic leadership ? Flexible and want to base totally curriculum ? Committed and/or trained, certified staff ? Thorough planning and implementation of instructional programs ? Adequate and efficient pupil help services ? Continuous and systematic monitoring, review, and evaluation ? Political will (which is crucial) to lower back up the initiatives and institutions

8.2.4 Educational Concerns of the Developing World

An evaluation of the socio-cultural contexts in which the terms 'distance' and 'open' schooling were initially coined and used would exhibit that the advanced western countries conceived distance schooling principles on the basis of their technological growth, cultural heritage, and tutorial traditions. Not that there are no contacts among the academic philosophies of western international locations with regard to distance education the ongoing debates in the developed world on the sociological

146
and pedagogic implications of technology primarily based teaching-learning, the philosophical ideas which shape the distance getting to know curricula, the ideological biases in course contents, the cost factor, marketability to academic firms and other problems have much relevance of distance education in the growing world. However, the level of the debates as such suggests that the concerns of distance educators in the growing international locations are greater at the fundamental level. The worries are such as the following: i. Can some sort of schooling reach the people? ii. Can the shrinking academic budgets meet the minimal infrastructural requirements? iii. Will there be an appreciable diploma of success in the path completion rates? iv. Are their job possibilities for these who entire their research through distance mode? v. Are there ample preparations to grant training to those who want it, irrespective of its use-value? These and similar problems dominate the questioning of the coverage makers and administrators in developing countries. Surveying the distance schooling situation in a range of developing countries in Asia, Africa, and Latin America, Manjulika and Reddy (1996) observe the following frequent features: - ? Inadequate finances ? Poor communicational and infrastructural facilities ? Absence of clear governmental policies ? Limited use of audio-visual media ? Shortage of professionals to boost multimedia courses ? Lack of financial and educational autonomy for distance-teaching institutions

147
? Low social and academic popularity of distance schooling due to the fact of quality issues. Some lookup research has posed the questions associated with distance education in creating international locations frankly and directly (Arger 1993; Villoroel 1995; Oliveira and Rumble 1991). Others have given a descriptive analysis of the needs, issues, possibilities, challenges, etc. of the developing countries practicing distance education. But the descriptive details in themselves are significant. The universal aims of distance education curricula, the characteristic elements of the college students clientele, the infrastructural facilities such as buildings, electricity, postal services, transport, telecommunications, the television radio network, etc. and the human resources to use the facilities, especially the media technology when made available, are the key factors which should have interaction the attention of distance educators in the developing world. These factors have the utmost significance in the context of proposing distance education as the potential alternative approach to handle the educational problems at the countrywide stages in many developing countries. But what does absolutely appear in the developing world?

8.3 E-learning

E-learning has made in-roads in India. Some academic establishments and commercial enterprise houses are presenting training via e-learning system. Several multinational merchandises are additionally handy through Indian tie-ups. Many pupils have studied the idea of e-learning and have tried to define it. E-learning generally refers to technology-based learning, focused on web-based delivery methods. E-learning, in accordance with Kruse (2002) is nothing more than using some structure of technological know-how to deliver academic inputs/materials. It is an all-inclusive term for gaining knowledge of content training delivered via a number of means. Besides the use of mainframe computers, floppy diskettes, multimedia CD-ROMs, interactive video disks, etc., greater these days net science (with internet and intranet delivery) has become preferred popular delivery selections in instructional institutions. In the near future, we hope, e-learning may want to also encompass the notion of M-learning developed on wireless gadgets like our cell phone. Some theorists divide e-learning into three

branches: computer-supported learning resources (CSLR) (Kruse, 2002), computer-managed instruction (CMI), and computer-aided instruction (CAI). CAI includes the portion of the given e-learning product that presents the guidance such as tutorials, simulations, and exercises. CMI refers to the testing, report keeping, and learn about the preparation features of an e-learning product. CSLR includes the communication, database, and performance aid elements of e-learning. Though these branches can be analyzed differently for us, all these refer to components of the greater whole, e-learning. As hostile to computer-based education, e-learning refers to computer-enhanced or enabled learning. E-learning is consequently an approach to facilitate and enhance gaining knowledge of thru both computer and conversation technology. The marriage between computer and communication technology-enabled us the use of the internet, e-mail, dialogue forum, collaborative team learning system, online deliberation software, getting to know management system/software, and so on. Thus we can say that the time period e-learning refers to technology-based learning, focusing on the web-based delivery method. E-learning has a direct link with open distance getting to know (ODL) system. According to Molyneux (2006), e-learning may also be used to go well with ODL via the use of WAN (Wide Area Networks) and may additionally be considered to be a structure of bendy learning where just-in-time learning is possible. The learner can pursue her learn about regardless of being away from the institution. Some experts, therefore, define e-learning as distance mastering augmented by means of computer communication technology (Gupta, 2002). E-learning, in accordance with Paulsen (2003) has been defined as interactive learning in which the learning input/experienced content is reachable on-line and presents automatic comments to the learner's learning activities. Online conversations with actual instructors can also or may no longer be included but the focus of e-learning is commonly extra on mastering content than on conversation between learners and teachers. E-learning covers a wide set of purposes and processes such as web-based learning, computer-based learning, digital classroom, digital learning. It includes transport of content via the internet, intranet (LAN/WAN), audio and video cassettes, satellite broadcast, interactive television, CD-ROM, etc. E-learning versus classroom-based learning. E-learning surroundings can be viewed as gaining knowledge of the environment which is comparable and additionally different from the conventional classroom-based 149

studying environment. In classroom-based learning, the learner works on content introduced through the teacher, prepares homework, and receives learning inputs via the presentations by means of instructors and fellow learners. She has convenient get entry to content (lectures, homework, etc.), teacher, and peer group as sources for his learning. She gets opportunities to contemporary as properly as the nonparallel interplay with instructors and peer groups. The overall performance of the learner is assessed through a range of techniques of evaluation, such as examinations, homework, learner's displays (individual and group, participation in various scholastic and co-scholastic activities, etc). The learner gets administrative and tutorial support from the instructors and the institutions such as referring to information, registration, library resources, remedial teaching, etc. for she receives sufficient opportunities to be in contact with teachers. If you closely examine these aspects of classroom-based learning, you will find that get entry to teachers and peer crew and interplay amongst them, which play a vital role in the learning process, are commonplace in the traditional teaching-learning process. These aspects of classroom-learning-teaching become the challenges for e-learning providers. However, conventional classrooms cannot provide an equal sort of opportunity that real-world experiences can afford. Though some teachers may be to take gain of area trips occasionally. Similarly, individual1 group-based project work also desires to be undertaken for facilitating learning. In e-learning, we strengthen learner-oriented self-learning substances on CD or retrievable through the web. The fabric is delivered thru the web. The learner browses through the material by applying study leading skills. She works on exercises assignments and submits them to the institution electronically for evaluation via the invisible teacher tutor; and the queries of the newbies are addressed via the instructor in off-line mode (Gupta, 2002). In e-learning, we have online learning sessions (virtual classroom), in which queries and questions can be raised thru a range of modes of technology, which include e-mail. The learner can reply to the question(s) raised in the learning materials without bodily shifting out of the workplace. Thus e-learning accommodates all the desirable facets of the traditional teaching-learning process. The concepts of high-quality learning are followed in designing and developing e-learning materials so that the student can learn independently by means of interacting with content learning experiences introduced through ICTs. E-learning draws upon the constructivist idea of learning. 150

According to this view, mastering is more effective when it takes vicinity inside the context of realistic placing in which the beginners are clear about the reasons for learning. To supply such experiences in study room state of affairs is hard in most of the cases.

8.3.1 Strengths

E-learning is an efficient and fine skill of mastering in view of its ease of getting entry to and pace. It is a flexible device of gaining knowledge in which the pupil can pursue study at his pace and convenience: any time, any area, and any pace. Study substances are made handy to learners through TCTs. One of the vital blessings of e-learning is that the courseware provides hyperlinks to related websites and materials and thus makes a vast instructional resource available to the students. E-learning creates a digital getting to know the environment, which makes the whole teaching-learning process interactive and user-friendly. The supporters of e-learning make quite a few significant claims about the manageable of the e-learning system, some of these are as follows:

- E-learning saves time without diluting studying benefits.
- It minimizes travel costs.
- It provides on the job learning and training.
- It can meet the wants of geographically dispersed learners.
- It gives constant path delivery.
- It can offer extraordinarily individualized getting to know I training.
- Tt helps novices attain greater getting to know outcomes over typical teaching.
- It is a greater fee advantageous way of learning and training.

Many studies have proven that students analyze faster with multimedia, they extra precisely recall what they learned over a longer duration of time, and they are better in a position to switch what they have learned to proper performance. An efficient e-learning system offers an apprentice with a learning environment that has a high diploma of flexibility. In order to recognize this, e-learning device is geared up with such functions as letting novices themselves select suitable 151

studying content material and recognize successfully their level of development and achievement for every getting to know the content.

8.3.2 Limitations

E-learning, however, has quite a few disadvantages as well. Many e-learning courseware developers focus on the transport of content, and now not on the learning process. The college students want to learn support services that normally are absent in the e-learning system. Some critics of e-learning argue that in view of lack of face-to-face interplay with an instructor e-learning is now not a pedagogically sound mode of learning. We may additionally, however, agree that mediated interaction can be built-in thru the various ICTs (Information and Communication Technology) and the student can unravel his queries via synchronous asynchronous communication. In e-learning, obtaining information and capabilities is left entirely on the initiative and functionality of the student. The success of learning consequently relies upon on the motivational degree of the student. In other words, only fairly encouraged newcomers can effectively examine thru e-learning system. Moreover, the social effect of the peer group in getting to know and non-public development is additionally missing in e-learning. It desires to be cited that all aspects of talent improvement can now not be covered using e- learning techniques. For example, topics that require the development of sensory- motor skills, like using a vehicle, conduct of an experiment, surgical operations, etc. are difficult to boost the usage of e-learning techniques. Nevertheless, e-learning can assist in lowering the time required in class/laboratory for practical activities experiments and therefore the demand on the physical resources; as the theoretical explanatory section can be pre-delivered through e-learning.

8.4 Curriculum goals for creating globally competent students

Human beings have created curriculum - that is, schedule work and courses of study down through the ages. The advancement of industrialization during the late 1800s and into the twentieth century brought with it the role of the home and increased attention to the school. Consequently, the nature of the subject matter to be taught and the values to be represented became matters of special attention. There emerged a sustained concern with the nature of the curriculum. Its 152

legitimacy was established in the United States with the appearance in 1927 of a yearbook prepared by a committee of the National Society for the Study of Education that sought to pull together the extant ideas about constructing curricula (Rugg 1927). Undoubtedly, the curriculum is one of the most important factors in ensuring quality education in schools. Obviously, as an effective school leader, the Head Teacher has to devote time and serious thinking in order to plan and organize the curriculum. According to Leithwood, the term "curriculum" is used very broadly in the literature to refer to instructional related educational experiences of students. It encompasses educational philosophy, values, objectives, organizational structure, materials, teaching strategies, student experiences, assessment, and learning outcomes. As per Bestor, the curriculum must contain disciplined study in five great areas which are: - i) foreign language; ii) mathematics; iii) history; iv) command of the mother tongue and the systematic study of writing, literature, and grammar; v) sciences. The Latin core of the term 'curriculum' is 'currere' which means 'racecourse' or a "runway", which one takes to reach a goal. Thus, a curriculum is an instructional program through which the pupils achieve their goals. The definition of the curriculum varies with the concepts that a researcher or a practitioner uses in his or her curricular thinking and work. There is, therefore, not only one way of specifically defining curriculum outside the context of a particular study, paper, presentation, or policy document under discussion. Some writers stipulate their working definition while others define the term by implication in what they say and do. Definitions flow from the concept in use. Let us take a look at some of these definitions found in the literature. The curriculum is a mechanism in the hands of the teacher to mould his material (the pupil) in accordance with his ideal in his studio (the school) (Cunningham 1945). The curriculum is the life and program of the school, an enterprise in guided living; the curriculum becomes the very stream of dynamic activities that constitute the life of young people and their elders (Rugg 1947). It ought to be in reality understood that in accordance to the high-quality present-day educational thought, curriculum in this context does not imply solely the academic subjects traditionally taught in the school but it includes the totality of the experiences that a scholar receives through the manifold things to do than go on in the college classroom, library, laboratory, workshop, playgrounds and in the 153

numerous informal contacts between teachers and pupils. In this case, the whole life of the school becomes the curriculum that can touch the lives of the students at all points and help in the evolution of a balanced personality (Secondary Education Commission 1953). A sequence of possible experiences is set up in the faculty for the purpose of disciplining children and formative years in team methods of questioning and acting. This set of experiences is referred to as the curriculum (Smith et al. 1957). As per Taba (1962), A curriculum is a plan for learning. There are two major dimensions along which curricular definitions fall, - "means-ends" and "existential - personal".

8.4.1 Ends and Means

Curriculum ends are often defined in terms of intended learning outcomes (ILOs). Intended learning outcomes may be expressed in terms of goals, aims, and objectives. When the curriculum is defined this way, the form of its content may be behavioral, that is "to be able to do something"; expressive, that is "to have wealthy but undefined potential" or substantive, that is "to know this or that". The definition of curriculum in terms of intended learning outcomes implies that the subject matter is chosen to reflect those outcomes. The subject matter as a means to achieve curricular ends may be defined as planned experiences for learners; the knowledge needed to achieve the ILOs; or the beliefs, understandings, and habits required. Alternatively, the curriculum may be defined as the means of achieving ends. It is necessary, therefore, to read curriculum lookup and curriculum policy documents carefully since curriculum content for some is the means to achieve certain ends rather than achieved. Those who define curriculum in terms of means may represent only a semantic issue. That is, intended learning outcomes and means to achieve them may simply be switched in the definition.

8.4.2 Curriculum Planning and Organization

Both Government, as well as Non-Government Organizations (NGOs), play an important role in curriculum planning & organization. There is an apex government body that designs the curriculum. For instance, in India, the National Council of Educational Research & Training (NCERT) does this work; at the State level, there are State Councils of Educational Research & Training (SCERTs). Then there are the Education Boards, which decide what curriculum is to be studied by the pupils. 154

The Boards are the examining bodies and so the ultimate authorities for determining the curriculum. In most countries, there are NGOs working in the field of education. Since the community is a major stakeholder in education, its role also becomes significant. International organizations like the UNESCO also play a significant role in education as well as curriculum reform.

8.4.3 Role of School Head in Curriculum Planning and Organization

The importance of the curriculum in the school cannot be overstated. In the school, the Head Teacher has the responsibility to ensure the most enriched learning experiences for the pupils. The Head Teacher has to plan, organize, and implement the curriculum in the school. There are many variations to the school-based curriculum decision-making. At the narrow end of this spectrum, it may merely comprise the products of curriculum development as a set of documents or syllabi, which outlined the decisions reached by the principal (Head Teacher) and a few others (if any) At the broad end of the spectrum, it is a continual dynamic set of decision-making processes about the development, implementation, and evaluation of the whole curriculum and all related matters, involving individuals of the faculty neighborhood (including principal, teachers, parents and students) desiring to participate in decisions about their own school. The school-based curriculum decision-making contrasts with the concept of the centrally devised and prescribed curriculum, in which the school adheres. Even with the centralized curriculum, however, the teacher's optional curriculum and the learner's experienced curriculum emerge notably influenced by means of the inside factors and thus active participation on the part of the teachers and principal. Similarly, school- based curriculum decision making may involve decisions to select, adapt or adopt externally devised ideas, resources, and materials developed at regional, state, or national levels and/or to create new ideas or resources. Most of the time, the schools are not free to design their own Curriculum. The School Head is bound by several constraints. Principal among these constraints are the rules & regulations under which the school has to function as well as the conditions of recognition, affiliation and accreditation laid down by concerned (Education/Examination Board or Council that the school has to fulfill and maintain. The School Head, as the leader, has to guide and supervise the teachers working under him/ her in order to select the best curriculum among the available alternatives, any, or to transact the given curriculum in such a manner that optimum learning takes place and the 155 objectives of the curriculum, as well as those of the school, are fulfilled. Evidently, in any situation, the teachers and School Head have to be actively involved in the process in order to bring quality into it. The School Head or the Principal has to be an effective leader in this context. The quality of the learning experiences of the pupils will greatly depend on his/her guidance and leadership. In order to be effective, he/she will have to have a deep understanding of the process of education and its relation to the curriculum. Also, the commitment to the school, to the students, and to the cause of education.

8.5 Education as a process of Social system and Socialization

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social system can be explained as 'an interconnected and organized activity which consists of parts that are inter-depend to produce common results ' social systems are created by human beings and are strengthened by man's attitudes, perceptions, beliefs, habits, and expectations. In

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social system, two or more people are constantly interacting and practice similar approaches

to attitudes and social values. 8.5.1

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Education as a social system The education system is composed of many distinct sub-systems or parts, each with their own goals. Together these parts

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a functioning whole. Each part is dependent on the other for smooth functioning. Willard Waller gives five reasons for education to be regarded as

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social system:- • In education, different personnel are working, who contributes towards educational Goals. • Education has a social structure as a result of social interaction within the school. • It has bound by strong social relationships. • it is bound by a feeling of belonging • It possesses its own culture, tradition, and way of doing things. • Education helps in transmitting folkways, more institutional patterns in social organization. 156

Therefore we can comment that education in school is a

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social system. It has a close relationship with the environment and they complement each other, Education in school prepare students with

the knowledge, expertise, and

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living skills necessary for society. The education is provided with resources, building, and personnel (parents, teachers, students) in order to functioning. As a social system education has an informal and formal structure. The formal structure refers to the role and function of the administration. The informal system refers to its social relationship that helps the organization to function. When you enter in school we see the office, member of the school staff, classrooms take up the most of the physical structure of school .within a classroom, the teacher and students are the main faculty. We see

a unique order in the classroom, seating, location, style of leadership arrangement, workgroups, class size, types of students. All the factors in the

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education system affect the relationship between position holders and the other. Each classroom has a social structure and a noticeable climate.

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The education system exists in a larger societal context, including the local community, state, and central government rules and capital and regulations. Thus, an education system is where equipment, textbooks, and

people making, interact with each other in a social environment. As per Getzels, the model of social system is best adapted for the education system, because it emphasizes the

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process of synthesizing the society with its culture, values, socioeconomics,

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political system with the need of the individuals. Every school member, head, teacher, student, and other staff play their significant roles towards achieving the educational goals .in school teacher manages his classroom, interacts with students and the environment, he carries all responsibility required for his positions. in school different activities are organized, all the activities are influenced by society's culture, policies, values and are undertaken by the person as part of

the social process. Hence the success of the organization and individual is positioned on components like the goal, need, role, satisfaction, and expectations.

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Within the education system, the school has certain roles and expectations that are designed to fulfill the goals of the system. Each school consists of individuals with certain personalities and need whose interaction make up what is commonly known as social behavior.

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education system is also under pressure from the community members to take over greater roles in child care Program. Each society has positive desires for its educational system that are 157 put in to practice in school and classroom .in the school the stated goals must be translated into active members of the academic enterprise preserving specific roles, teachers and administrators desire high-quality schooling but they also have personal motivation. schools convey peer collectively in

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classroom and for other school-related activities. Thus group sub-culture flourish in school plays an important phase in helping various individuals to see themselves as citizens and therefore to internalize skills. From above we can say that in

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education system, the school performs many roles and play different activities, as a school system has its roles and function of administration while the system has a network of social interaction and relationship for it to function. It emphasizes on the process of interaction of individuals and the role of each individual play in the school system. In the school, there are teachers principals, students, etc. each has a defined social position. These social positions distributed from top to bottom, in hierarchical order. all individuals interact with one another. This human interaction within an education system may additionally be described as

a social system .hence we say that schooling is a social system. 8.5.2 Socialization According to J.S. Ross, Socialisation is the development of we feeling in associates and the growth in their capacity and will act together. Newgarton and Havighurst defined, "Socialisation is the process by which children learn the ways of their society and make these ways part of their own personality." Society makes a child social. The co-operation of society plays an important part in socializing the child. In society, an individual or an institution has the task of making a child worth being a part of it. These institutions or people are labeled as agents of socialization. These agents are accountable for educating a person about the expectations of society from them and how they should accomplish them. E. Durkheim, a French instructional sociologist has explained the position of education in the

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socialization of child as "Education is the influence exercised by adult generation on those that are not yet ready for social life. Its object is to arouse and to enhance the child a certain number of physical, intellectual, and moral traits that are demanded of him by society.

Socialization can be explained as under: 158

- Socialization is the manner by way of

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which the new era learns the knowledge, attitudes, and values that they will need as productive citizens. • Socialization is

a technique by way of which a character becomes a recognized, cooperative and able members via his interaction with the social environment. • Socialization processes, through this process a man or woman research form of behavior, values, and other's expectations.

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More briefly education is a socialization of the young generation.

School is a vital section of society. It works like the social business enterprise due to the fact

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school provides exposure to every individual and it prepares the students to learn social roles according to their capacities in the school. Every student passes most of the time of his day in school and this time is utilized to learn different social things. Every individual learns about social life, social norms and social believes in school. Hence, in the process of socialization school plays a very significant role. A most important function of

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school is the preservation of culture and civilization, every society has own customs, convention, traditions, norms, art, religion, which has inherited from

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ancient period, in this process of socialization school help us to hand over the cultural values and behavior patterns of the society to his young generation.in this process of socialization,

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student acquires the knowledge of cultural values and different norms of society. Through education, students get knowledge of 3R's i.e. Reading, writing, and arithmetic which help students to work skillfully in day to day life and live happily in society. It is an only school education which converts these 3R's into 7R's i.e Reading, writing and arithmetic relationship, responsibilities, recreation and reorganization. Only through school education students make familiar about social responsibilities as

a social being. School provides a democratic climate that helps the

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student to acquire democratic norms. Students learn how to live with democratic norms and how to behave with each other which helps in the process of socialization. School education is a process of living through a continuous reconstruction of the individual which enables students to control their environment and fulfill possibilities.

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school encourages students to participate in various kinds of co- curricular activities, these activities help students to develop leadership among themselves. The school provides

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social environment before children by organizing 159 community work, social service camp and social functions and annual functions, so that all the social norms and values namely sympathy, co-operation, tolerance, social awareness in them, thus school develops social dealing in all children. In the light of above discussion we can say that school has special significance in the socialization process. Education is a continuous and dynamic process, which develops thinking and reasoning, problem-solving, skills, cultural values, democratic values, adjustment among the students to behave properly in the society, this shows that education as a process of socialization. 8.5.3

Education as a process of Socialization There is a closed relationship between an individual(student) and school. As a social institution school has to perform the function of socialization. The school teaches the accepted ways of behavior within the group to the child. The child learns the patterns of behavior needed for the good life in society. They learn their roles and roles of the other in the school and thus socialization takes place in the school. 8.6 Family as an Agency of Education It is stated that the home is the first informal center of education for the kid and the parents (especially Mother) are the first instructors of the child. It is not only the home/family the society, faculty and the media make a contribution a lot to assist the infant to assemble their expertise and experiences and shape the personality of the child. It is, therefore, education is intently related to the family/home of the child, school where the toddler studies, neighborhood where the baby lives, and types of media that the child goes through. The family/ home, school, community, and the media are referred to as the groups of education, which directly or indirectly influence shaping the personality of the child. The agencies of education can be clarified as the sources for getting information, knowledge, and education like the Family, School, Community, Media, etc. According to Bhatia (1994), '

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Society has developed a number of specialized institutions to carry out the functions of education.

These institutions are known as Agencies of Education'. Among the agencies, some may additionally be the formal businesses of education whereas other informal agencies. In this section, we 160

will discuss Family as an agency of education Psychologically and physically the first contact and interaction the child makes with the outer world are with his/her mother. The learning process of the child begins the moment s/he is born. His/her brain takes shape in accordance with the responses made to the stimulus. The child's brain is nascent, eager to record the first reaction of the person who comes in contact with him/her. The home environment gives shape to his/her psychological and sociological growth. The mother becomes the first teacher. Undoubtedly, that is the reason that the first language a child learns is called "mother tongue". When we use the term "Home", it signifies the place where there are parents and other family members who the child comes in contact with, where the child is loved, disciplined, reared, cared for, brought up and taught, where responsibility is felt by the household to modulate the infant and attend his/her needs. Home, therefore, plays a very important role in laying the foundation of the child's personality in terms of physical, emotional, social, moral, and cognitive aspects.

8.6.1 Functions of Home in changing scenario of Family As change is a continuous process, you might have observed changes in the family system, in terms of deteriorating joint family system and also, size of the family. In joint families, there are family members who are emotionally attached to each other and play an active role in the upbringing of the development of the child. The following are the major educational functions of the family which work for growing the all-round personality of the child. It educates the child about the attitude, moral and values, ethics, skills, behavior pattern at the family as well as the society. It teaches the child about the culture, tradition, and customs of the society and also, teaches fellow feelings, love, and belongingness in living together. It helps in developing the physical, mental, and emotional development of the child. It influences the socialization and actualization of the child. It identifies the interest and motivation of the child and accordingly provides opportunities to them. The home also helps the child in bringing the closeness of home and school. Home not only provides basic necessities of the child but it also equally provides many opportunities to the child for future living. It helps the child for developing a balanced personality in all aspects of human living. 161

8.6.2 Family as an Agency for the development of the child For children, the process of socialization begins in the family. Family is the first source through which child commence their social communication. Things such as competition, conflict, and co-operation as well as the concept of hierarchy and equality can be learned and combined through a peer group. Family brings the following developments among the child:

- Physical Development: The child spends his/her infancy within the family. Initially, priority should be given on the physical growth of the child. The family should take care of the diet of the child and ensure that the child is nourished.
- Social Development: The initial step closer to socializing is learned through the child is the love and affection receives from his/her family. Home is the first social institution that attempts to socialize the child. The social development of the child depends upon the love, affection, recognition, security, approval, freedom, etc. the child receives from the family. The child receives approval for righteous conduct from parents. The child also observes parents' day to day activities and it impinges upon the behavior of the child. The manner in which the family conducts itself channelizes the future role and performance of the child.
- Emotional Development: The attitude of the parents decides the emotional development of the child. Needless to say, the child first develops emotional bonding with the parents. The feeling of 'acceptance', 'love and belongingness' and 'togetherness' comes from the family only, which provides emotional maturity to the child.
- Mental Development: Like the physical growth, mental development of the child also goes on simultaneously. From the very beginning of infancy, the child learns to understand others, recognize signs and symbols, speech, and imitate others. This is the family that educates the child, not through the formal process but informally by action, play, and stories.
- Moral & religious development: The parents become the first role model for the child. It is widely seen that a girl child copies her mother and so does the boy of his father. The reinforcement that comes as a response to the child's behavior creates the value system. The reinforcement that a child receives 162

from his/her parents towards a particular act makes the child differentiate between the right and the wrong. The immoral acts of the child should be checked by the parents at the very initial stage. The value system of the child depends on the morals and religious activities practiced within the family. Besides these, the family has a further responsibility to prepare the child to develop a sense of nationalism towards their Country, to understand their duties and responsibilities to the society, to respect human life and dignity, and to preserve family values and culture.

8.7 Summary This Unit can be summarized as under: -

- Distance training refers to the 'mode' which does no longer require the bodily contiguity of the teacher and the learner at all times.
- Peters (1973) defined distance schooling as "

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a method of imparting knowledge, capabilities, and attitudes which are rationalized through the application of division of labor and organizational ideas as properly as

by using the extensive use of technical media, especially for the reason

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of reproducing excessive-quality teaching materials which makes it viable to teach notable numbers of students at the equal time at any place they live. It is an industrialized form of teaching and learning". •

Distance training is a precise answer to a unique need • E-learning, in accordance with Paulsen (2003) has been defined as interactive learning in which the learning input/experienced content is reachable on-line and presents automatic comments to the learner's learning activities. • E-learning generally refers to technology-based learning, focused on web-based delivery methods. E-learning, in accordance with Kruse (2002) is nothing more than using some structure of technological know-how to deliver academic inputs/materials. • Besides the use of mainframe computers, floppy diskettes, multimedia CD-ROMs, interactive videodisks, etc., greater these days net science (with 163 internet and intranet delivery) has become preferred popular delivery selections in instructional institutions. E-learning is an efficient and fine skill of mastering in view of its ease of getting entry to and pace. • E-learning, however, has quite a few disadvantages as well. Many e-learning courseware developers focus on the transport of content, and now not on the learning process. • Some critics of e-learning argue that in view of lack of face-to-face interplay with an instructor e-learning is now not a pedagogically sound mode of learning. • Curriculum: The Latin core of the term 'curriculum' is 'currere' which means 'racecourse' or a "runway", which one takes to reach a goal. A curriculum is an instructional program through which the pupils achieve their goals. • The curriculum is one of the most important factors in ensuring quality education in schools. Obviously, as an effective school leader, the Head Teacher has to devote time and serious thinking in order to plan and organize the curriculum. • In the school, the Head Teacher has the responsibility to ensure the most enriched learning experiences for the pupils. The Head Teacher has to plan, organize, and implement the curriculum in the school. • Socialization is the manner by way of

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which the new era learns the knowledge, attitudes, and values that they will need as productive citizens. • School is

a vital section of society. It works like the social business enterprise due to the fact

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school provides exposure to every individual and it prepares the students to learn social roles according to their capacities in the school. •

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Society has developed a number of specialized institutions to carry out the functions of education.

These institutions are known as Agencies of Education'. • The parents become the first role model for the child. It is widely seen that a girl child copies her mother and so does the boy of his father. 164 • The reinforcement that comes as a response to the child's behavior creates the value system. The reinforcement that a child receives from his/her parents towards a particular act makes the child differentiate between the right and the wrong. The immoral acts of the child should be checked by the parents at the very initial stage. • The value system of the child depends on the morals and religious activities practiced within the family. 8.8 Key Terms • Distance training: Distance training refers to the 'mode' which does no longer require the bodily contiguity of the teacher and the learner at all times. • E-learning: E-learning, in accordance with Paulsen (2003) has been defined as interactive learning in which the learning input/experienced content is reachable on-line and presents automatic comments to the learner's learning activities. • Curriculum: The Latin core of the term 'curriculum' is 'currere' which means 'racecourse' or a "runway", which one takes to reach a goal. A curriculum is an instructional program through which the pupils achieve their goals. • Socialization: Socialization is the manner by way of

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which the new era learns the knowledge, attitudes, and values that they will need as productive citizens. •

Agencies of Education: The agencies of education can be clarified as the sources for getting information, knowledge, and education like the Family, School, Community, Media, etc. According to Bhatia (1994),

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Society has developed a number of specialized institutions to carry out the functions of education.

These institutions are known as Agencies of Education'. 8.9 Check Your Progress 1. What is Distance Learning? 2.

Describe E-learning. 3. What is Curriculum? 165

4. Describe Socialization. 5. List down the developments brought which Family as an agency of education brings in a child. 166

Module: V Schooling in the Context of Globalization and National Policies 167

168

Unit: 09 Education Policy and Political Perspectives of Education Structure 9.0 Introduction 9.1 Unit Objectives 9.2

Policies of Education 9.3 Policy-Making 9.4 Education Policy in India 9.5 Relationship between Education and Politics 9.6

Privatization of Education 9.7 Summary 9.8 Key Terms 9.9 Check Your Progress 9.0 Introduction Education leads to

knowledge. Knowledge can be self-driven. But education needs appropriate planning and strategy which predefined set

of rules, guidelines, and educational plan. To build up a solid and secure country, we have to design and build up our

policies and foundations to withstand unanticipated circumstances. This Unit will give insight into the steps through

which educational policies are formulated and then affected, evaluated, and redesigned to make education more

responsive to the needs of a particular society. 9.1 Unit Objectives In this unit, we will understand: - 169

• Policy Making- Global Policies, Policies at the International Level, Policies at National Level, Policies at the Institutional

Level • Education Policy in India • Relationship between education and Politics • Privatization of education 9.2 Policies

of Education Educational Policy or enactment is legitimately identified with a perfect instructive norm or then again

model, for example, that which suits labor prerequisites of the economy. It tends to be effectively noticed that education

policy dictated by different intrinsic factors, for example, financial changes. A structure of educational policy investigation

includes a process in which different partners break down, create, execute, survey, and upgrade approaches. This is

alluded to as an instructive Policy cycle. It is characterized as a the instrument utilized in the investigation of an approach

thing advancement. It includes the following steps: • Issue distinguishing proof, • Strategy arrangement to manage the

distinguished issue, • Dynamic focusing on the distinguished issue, • Implementation i.e the acknowledgment of an

application, or execution of the arrangement, Investigation and assessment of a strategy to proceed or end. The field of

instruction everywhere throughout the world has been portrayed by moving positions to a great extent impacted by the

nearby miniaturized scale financial changes and other local needs. Freedom, dynamic inside the training division has

gone through different stages. Not long after Autonomy, the Legislature of India named College Training Commissions in

1948 (Dr. S. Radhakrishnan Commission). At that point in Freedom, the education pace of India remained at 16.1 percent

(1951 registration) while ladies' training was gravely dismissed. Training got great consideration after freedom.

Radhakrishnan Commission report (1949) prompted the redesign of India's instructive framework. The social universe

wherein we live is confronted with essential issues like the arrangement, course, and use of 170

information. Each general public is today described by both the collection of capital and information. The activity of information Instruction, Policy, Decision production, and accumulation cannot be dissociated from the overall mechanism of Making and Political. Points of view of Training arranging inside society. Information creation and collection have regularly been related to tutoring, however, its degree reaches out a long way past this to incorporate scholarly and social advancement of the individual and society. Instruction is considered as an instrument of social approach, in the sense of strategies for government assistance as well as arrangements proposed to manage the structure of society. Instructive strategies stress that instructive points must be as per neighborhood conditions and objectives, for example, to make sure about availability, uniformity, vote based system, quality, exposure, straightforwardness, and participation inside the instruction area. Instruction and its foundations are set up to work under an assortment of conditions inside national and universal settings. A nation's training framework has been viewed as a method for realizing social change. It can't be considered in confinement from other key open strategies, for example, for work market and social strategies. Besides, instruction likewise concerns nearer associations with the wellbeing, science, and ecological arrangement regions. These worries are intently related. Essential to building better connections among training and other arrangement regions is the training division's ability to plainly explain its targets, to illustrate how these are between related to more extensive social and monetary turns of events, and to recognize and actualize savvy strategies and projects.

9.2.1 Definitions There exists a wide scope of varieties among researchers on the nature and extent of the education policy. Notwithstanding, the Education Policy might be characterized as:

- i. A procedure through which any general public handles an instructive issue. It incorporates a general public's communicated expectations and authority establishments just as its reliable examples of movement and idleness in the territory of training. 171

- ii. The procedure by which governments (society) decipher their instructive vision into projects and exercises to convey results, for example, wanted changes in the genuine world.
- iii. An express or certain single choice or gathering of choices that may set out mandates for controlling future choices, start or retard activity, or guide the execution of past choices.

Policy, in this manner, is a game-plan as opposed to the ordinary choices or activities, seen by investigators. Understanding the general thought of administrative strategy rehearses intended to energize expected social conduct is progressively significant in continuing ahead with the errand of distinguishing forms included and the developing approaches. Policymaking is worried about instructive choices in the zone of compromise and additionally asset allotment. It would include building up the instructive framework, determination of authority, spreading out the game-plan, and characterizing how to oversee instructive issues. Educational Policy will, in this manner, manage the normal result of the association, or on the other hand government. It is proposed to influence 'this present reality, by managing the choices that are made. Regardless of whether they are officially composed or not, most associations have all around recognized strategies. Policy, therefore, is a course of action rather than the everyday decisions or actions, perceived by analysts. Understanding the general idea of governmental policy practices designed to encourage expected social behavior is more important in getting on with the task of identifying processes involved and the emerging policies. Policy-making is concerned with educational decisions in the area of conflict resolution and/or resource allocation. It would involve establishing the educational system, selection of leadership, laying out the course of action, and defining how to administer educational affairs. Educational Policy hence will deal with the expected outcome of the organization, or government. It is intended to affect the 'real' world, by guiding the decisions that are made. Whether they are formally written or not, most organizations have well- identified policies. Since the time Independence Higher Education (HE) has been given need over other parts. It should be examined why, of the four areas, Essential, Auxiliary, and 172

Higher Optional, and Exploration the administration chose to spend the most extreme on the Advanced education segment. At first essential division had got some consideration however soon the center moved to optional and afterward to advanced education. It might be contended that in the event that kids don't go to grade school their odds of going to auxiliary and HE is precluded. It has been contended since Autonomy by scholastics and educated people that the administration should invest the most extreme energy to give each kid conventional office at sensible separation for seeking after essential training. However, we don't discover any excellent arrangement or program of the legislature until the mid- 1990s. 9.3 Policy Making Policymaking includes certain essential advances set down with the goal of meeting certain requirements of the general public. It includes perceiving and characterizing an issue, making sure about government consideration regarding it as along with the foundations concerned, affecting strategy decisions lastly surveying its effect on the general public. Social Problem + Government Action + Impact on Society Perceiving and characterizing an issue is a critical stage in the approach making process. An area of the general public needs to perceive a circumstance as not ideal for its government assistance. A circumstance could be existing in the general public, however except if the general public knows of it, considers it to be 'off-base' and is prepared to transform it, we can't state that it preempts government strategy. It is just when a circumstance is considered as a test by society, can it be put ahead as a plan for activity and change. Another component strategy-making is that the issue needs to go to the notification of the administration. An issue influencing the general public might be undercut by an administration activity/choice. Each instructive foundation singles out explicit issues for government thought. It is the obligation of those influenced by a strategy to carry it to the notification of the legislature. The usage process includes refining the general idea of strategy into explicit subtleties to provide shape and guidance to strategy. The particular subtleties here may incorporate requirements for new government 173

associations, for example, officials, workplaces, and organizations to complete approach. 9.3.1 Global Policies Let us start by taking the case of the ongoing improvements in Information and Communication Technologies (ICT). ICT has affected approaches at the worldwide global level. The wide utilization of advances can prompt a move in instruction arrangement, for example, giving instruction to a bigger number of students spread over a more extensive district even across national limits. Giving training on-line and through radio and TVs can and in certainty previously represented a test to national approaches. The need to outfit innovations into training has caused a significant move in different areas, for example, financial aspects. It has fuelled seeks after mass higher proceeding instruction and preparing frameworks. Mass instruction will, in general, lessen open expenses as it charges expenses on working understudies (for example in-administration educators) and by creating economies of scale using shared learning material. A decent instructor, for instance, can arrive at his/her talk to all pieces of the nation simultaneously utilizing the radio/television as media. Such a course of action will, in general, be of a higher caliber, and-increasingly identified with the necessities of society. Arrangements created to make sure about availability, correspondence, popular government, quality, exposure, straightforwardness, and participation inside the instruction framework must be seen as significant rules for the arrangement of training. These guidelines are basic and not to be evacuated for globalizing instruction. At the worldwide level, along these lines, policymaking should focus on the use of existing and new mechanical prospects, for example, print, radio, television, and the Web. The issues in this case and possibly in all dynamic can be to: ? Decrease the expense of instruction, ? Increment access to instruction. ? Improve the nature of instruction and preparing, ? Making accessible all alternatives for instruction 9.3.2 Policies at the International Level 174

The nature and impacts of globalization have both immediate and roundabout outcomes on national and institutional arrangements. There are worldwide arrangements focused on training, what's more, us; of new innovations, which are being advanced by world bodies, for example, World Bank, UNESCO, and SAARC. Such institutional bodies give authority, motivating forces, and assets that convince nations and associations to receive global goals. For instance, the World Bank has bolstered different creating nations endeavoring to change its training framework through the arrangement of foundation. Similarly, there are global offices and expert affiliations explicitly worried about advancement and supporting different instructional strategies.

9.3.3 Policies at National Level

The constitution of the nation concerned and governance arrangements have a direct relationship with the instruction division. Government strategy can, for instance, energize students to concentrate through separation instruction by putting both the ordinary and the separation modes as equivalent. Government enactment and strategy choices likewise tend to start national improvement as in India where IGNOU has been relegated the jobs of offering separation mode courses other than observing and enlarging the nature of separation training in the nation. A nation's political and legitimate framework likewise decides the extent of the training strategy. For instance, it could be revered in the constitution (Acts, Guidelines, Resolutions, Sanctions, and Strategy Decrees.) Strategy at the national level would manage enterprises, organizations, non-government associations, a noble cause, and establishments. Such foundations would be required to start and make instructive establishments inside the system of national laws and guidelines. At the national, level, a strategy characterizes the prerequisites for different tasks, for example, regardless of whether regular or separation training, status, establishments, and projects permitted financing and staffing, how it will be observed and how quality perspectives would be dealt with.

9.3.4 Policies at the Institutional Level

Policies and national enactments directly affect the exercises of establishments. Instructive establishments, notwithstanding, have a level of self-governance and self-assurance concerning what approaches to embrace in regards to the method of learning and the best approach to work inside this model. Organizations have point

175
by point strategies and guidelines for the confirmation scope of courses, utilization of media, capabilities, staff, and so on. Regular colleges might be confronted with the decision to bestow a piece of its projects through separation training also, the national strategy may urge them to do as such. This would then require the traditional establishments to build up their own arrangements for the presentation and activity of separations and think about changes to existing strategies. In the life of an instructive establishment, many choices are made every day. The locale of establishments is limited by representative agreements, Leading group of Training approaches, and national, state, and neighborhood laws. These elements place limitations on the dynamic authority of staff and parent gatherings.

9.4 Education Policy in India

India has a long custom of instruction beginning from the GURUKUL framework in ancient India when training was viewed as a matter of individual concern. Old training was focused on the preparation of the psyche and obtaining of information. Three fundamental forms engaged with the education framework were Sravana, Mqana, and Nidhyasana. 'Sravana' was worried about 'shrutis' information passed orally from one age to the next. In the second stage 'Manana', students were relied upon to consider what they had realized, making their own derivations and absorbing the exercise instructed. The 'Sravana' stage permitted the students to grasp reality and its pertinence to society. The instruction was for the most part for Brahmins and Kshatriyas, including ladies, while different standings were relied upon to take in the family exchange from guardians. Instruction among Hindu families served the requirements of Brahmin families. Anyway, during the Big shot period, instruction, similar to that of the Hindus, supported the rich instead of being in light of fairness of instructive chances. Little accentuation was put on the improvement and prioritization of logical training and exploration. The different instruction commissions have along these lines underlined the need to annihilate the overabundance of the absence of education and give grown-up training to all. It was the Lakshmana Swamy Mudaliar Commission of 1953 which made the school middle for educating learning cum movement focus. Based on Mudaliar. 176

The commission report, the point of Auxiliary Instruction moved to deliver perfect vote based residents by underlining the overall improvement of the students. After ward in 1966, the Kothari Commission or the National Training Commission which was named in 1964 felt the requirement for a uniform instructive structure in India. The Kothari Commission offered the need for professional, specialized, building, horticultural, and science training. A significant move in India's education policy was in 1986 when the National Policy on Education (NEP) and its later alteration into the Program of Action (1992) directed all youngsters as long as 14 years with quality instructive arrangement previously the beginning of the 21 Century. 9.4.1 New Education Policy - 1986 Independence India gave much importance to basic instruction which saw the enrolment in primary schools expanding from 42.6 percent in 1951 to 94.9 percent in 1999. More prominent accentuation was additionally positioned on optional instruction, higher training, and colleges. A significant move in instruction happened in 1986 when Rajiv Gandhi, the then Prime Priest of India reported another training strategy alluded to as the National Policy on Education (NPE), which was planned to get ready for India for the difficulties of the 21st century. The NEP stressed the requirement for change expressing that 'Instruction in India remains at the junction today. Neither ordinary straight development nor the current pace and nature of progress can address the issues of the circumstance. An evaluation of the 1968 arrangement indicated that the previous objectives had to a great extent been accomplished in that a bigger piece of the nation's rustic populace was inside a kilometer of tutoring offices, most states had embraced the 10+2+3 education structure, and science and arithmetic had additionally been successfully organized. In any case, money related and authoritative help for the instruction framework was missing and was making issues of in-access and disparity in the instruction framework. Similarly significant was the need to address issues, for example, The disintegration of political and public activity The objectives of secularism, communism, majority rule government, and expert morals were under expanding strain The NEP was thus planned to increase training expectations and increment access to training. It was similarly expected to protect the estimations of secularism, communism also, the balance that had been advanced as standards since Autonomy. Both state and The focal government was 177

to look for monetary help from the private segment to supplement government reserves. The focal government was to implement 'the national what's the more, integrative character of training to keep up quality and norms'. Under the NEP, the state government decided the educational plan of study while the focal government conceded to fund a part of improvement consumption. The primary purpose of NEP, 1986 was the advancement of privatization and the proceeded accentuation on secularism and science. It further distinguished fairness of instruction in India as progressively being an issue, and built up a few activities to address the lopsidedness, for example, Operation Blackboard that planned for improving the human and physical assets accessible in grade schools. Rebuilding and Rearrangement of Instructor Training (1987) which made an asset to the persistent redesigning of instructors' information and ability. Minimum Levels of Learning, 1991 that set down degrees of accomplishment at different stages and offer accentuation to reconsidered course books. National Programme of Nutritional Support to Primary Education (1995) given prepared supper consistently to youngsters in classes 1-5 of all legislature, government-helped and nearby body schools. District Primary Education Programme(DPEP)(1993) that underlined on decentralized arranging and the board improved educating and learning materials, and school viability. The movement to Educate All (2000) planned to accomplish widespread essential training by 2010 through miniaturized scale arranging and school-planning works out. Fundamental Right (2001) as accommodated in the Indian Constitution, including the arrangement of free and mandatory training as a fundamental right for youngsters matured somewhere in the range of 6 and 14 years. The NEP likewise focused on the minimized gatherings, for example, debilitated youngsters and gave uncommon motivating forces focusing on the guardians inside booked ranks and planned. The NEP was reevaluated in 1992 when a few targets were reworked and some reformulations were embraced comparable to a grown-up and basic training. The 1992 reconsideration of NEP laid accentuation was on the extension of auxiliary instruction, while the emphasis on training for minorities and ladies kept on being a need. It similarly offered significance to the advancement of non-formal instruction through a halfway supported plan to teach school dropouts, working youngsters, and kids from regions without schools. 178

9.5 Relationship between Education and Politics The right to free and mandatory training has not been agreed to the necessary need particularly during the initial four many years of the arranged advancement of the nation. It requires a solid political will at the degree of the actualizing states to start the important activities for improving the arranging and the board apparatus and frameworks. The relationship between politics and education is intimate as is evidenced by the student's wings of the political parties that operate in the colleges and the universities. Politics-education relationship, the region may enjoy superior educational facilities with better school facilities and higher institutes of learning, because the political leaders of that region may be in an influential position in the Government.

1. Politics means the process of exercising power. The meaning of power being the widening of influence over people's opinions and behavior. 2. Politics is the set of interactions that influences and shapes the authoritative allocation of values. 3. Politics describes the efforts exerted by groups to promote their beliefs or welfare in relation to other groups. This involves attempts of groups to exercise power over other groups through political strategies ranging from gentle persuasion and logical reasoning to bribery and intimidation. 4. Political behavior is not always motivated by immediate self-interest or personal welfare in terms of increased wealth, prestige, or official position. Sometimes it is motivated by ideals like a desire to do the right thing in terms of philosophical or religious commitment without expecting any material benefit. However, in many instances, political action is motivated more for material gains like wealth, fame, and power.

9.5.1 Politicizing Education Educational policies and programs are for the spread of the ideology of socialism. It is the extent to which groups outside the education system director controls the process of education. The degree of politicization depends upon the effectiveness and the extent of control the people outside the school have on the conduct of education. 179

9.5.2 Political Influence on Education Below are the points that highlight political influence on Education 1. Deciding who receives how much schooling of what type and of what quality. 2. Influencing the content of education viz. what is taught, by what methods, and how it is assessed. 3. Influencing decisions like to what extent the school's staff members and students should be allowed to take part in whatever political and social behavior they choose.

9.5.3 Educational Influence on Politics Education influences politics in seven such functions, which the educational system performs. These are: 1. Political socialization is also called citizenship training. 2. Political legitimization 3. Man, Power, Production 4. Sorting of personnel for the power hierarch. 5. Social Assessment and Interpretation 6. Social Control 7. Stimulation of social change There is a close link between politics and education. For example: 1. The BJP led Government which came into power in 1999 reversed the educational policies followed by the congress. 2. In 2004 when the UPA Government led by the congress come into power, it almost reversed the educational policies of the previous Government 3. In 2009, after general elections, the UPA Government under the leadership of the congress took control of the central Government and the new Human Resource Development Minister (H RD) and followed his own agenda in education. Prof Ishanual Haq, "Education, policy, and society (2007), has explained the component of the political system and the educational system as under. 180

Figure 9.1 Represents Political System and Education System Figure Resource: Sociological Foundation of Education by Sujata Pattanaik & Swarnalatha Harichandan

9.6 Privatization of Education You might know that proprietorship is mostly of two types in particular private and public. Communicated in straightforward terms, the previous suggests that possession rests with an individual or a gathering of people while the last infers that the administration happens to be the proprietor. The third kind of proprietorship is but at this point getting well known, the open private joint possession. In India, training like numerous different administrations was before to a great extent constrained by the legislature however recently exclusive instructive establishments have been developing in number. In any case, privatization in the field of instruction has been not quite the same as that in different fields. As you probably are aware, a few open division endeavors experienced disinvestment following the advancement of the economy, and the proprietorship was moved from the open segment to the private part along these lines prompting privatization. In any case, in the field of instruction, 'privatization' as a pattern was not the outcome of disinvestment. Or maybe, this pattern owes its development to the astonishing development of private associations in the field of instruction. Following Autonomy, 181

instruction turned into a zone of need for the country, and activities were taken by the legislature to give training to the majority. Regions taking into account the majority like basic training are still for the most part under the legislature. Concerning establishments, there has been an inclination that they deal with the quality viewpoint in a superior manner however are implied primarily for the elites. In any case, presently at the school level, the interest for private instructive establishments is on the ascent, playing hooky. This is for the most part on the grounds that the restrictions of the legislature in giving quality instruction to the majority are surfacing. Private establishments offering higher and proficient training are likewise getting well known because of the constraints of the open segment in satisfying the necessities here.

9.6.1 Private Sector in Education: Types of Ownerships You might be realizing that support of the private area in the field of training is certifiably not another marvel and there have been various sorts of proprietorships of such establishments. Some of these are stated below:-

- ? Individual proprietors and Trusts: It was basic for the affluent individuals of the society to disparage instructive establishments. Indeed, even today there are numerous instructive establishments that are controlled by such individual(s). Some instructive associations are claimed and constrained by believes that have been made for instructive purposes by individuals(s), corporate houses, and so forth.
- ? NGOs (non-government associations): These associations are dynamic in giving training. Huge numbers of them are assuming an uncommon job in giving instruction to the underestimated segments like ladies, those distinctively abled provincial individuals, ancestral belts, and so forth. The Azim Premji Foundation, Akshara, Pratham are a few NGOs dynamic in the field of instruction.
- ? Religious bodies: Since authentic occasions, strict associations have been dynamic in advancing the reason for instruction. Buddhist religious communities, madrasas, Vidyapeeth as focuses of instruction used to prosper previously. The Christian ministers have been in the field of training for quite a while. The Khalsa gathering, Arya Samaj, Ram Krishna crucial, 182 numerous other such associations are additionally contributing extraordinarily to the reason for training.
- ? Corporate houses: Many corporate houses are effectively associated with giving training. Prestigious industrialists like the Tatas, Birlas, the Reliance gathering, furthermore, numerous other such business houses have made raids into the field of education. Individuals in their individual limits just as gatherings, as associations, social orders, networks have been advancing the reason for instruction. The nearness of the private part in the field of training is in this manner not new. It existed before and does so now. Be that as it may, prior it was primarily dynamic in giving instruction at the school level. Later its quality began to be felt even in the field of advanced education, But since the most recent decade, there has been a blast in the investment of the private division in training. There has been an incredible development in the number of schools, regarded colleges, and establishments offering proficient training. Southern India took the lead and various foundations offering proficient training were built up inside a brief timeframe and now this pattern is recognizable at the national level. This demonstrates a bewildering size of the true privatization of rudimentary just as advanced education.

9.6.2 Need for Private Sector Involvement In this segment let us examine the requirement for private division in training. A portion of the needs are the accompanying: The government all alone has not had the option to bear the duty of giving quality training to the majority. The Constitutional arrangements make the legislature answerable for giving rudimentary instruction and henceforth it is felt that the administration ought to permit the private area to deal with higher and proficient instruction. This had been voiced in any event, during the British time frame. In 1882, Hunter's Commission suggested that there should be a cautious withdrawal of the administration from the field of advanced education, which ought to be taken over by the private undertakings while the state gave more consideration to essential instruction (James and Mayhew, 1988). The administration needs to gather its endeavors in creating instructive zones such as rudimentary training, professional instruction, non-formal instruction, and so on in order to assemble the essential establishment of the instructive framework, while vertical development upon an 183

extended establishment along these lines manufactured might be through the private division. In the field of higher and expert training, there are numerous private foundations that offer quality instruction. As of late concern has been communicated by a collection of specialists concerning the falling apart nature of careful training in the administration of clinical schools in contrast with the private ones (Flaknaz, 2005). Subsequently, private professional institutions that can manage the cost of the better framework, evaluate advancements in the educational plan, give research offices are expected to quality instruction. Numerous corporate houses are keeping up acceptable measures in their instructive organizations as there is a solid linkage between their expert instructive foundations and the industry. At the school level, it has been acknowledged that tuition-based schools deal with the quality angle in a superior manner.

9.6.3 Public-Private Partnership (PPP) Model of Education

As you are aware of the Public-Private Partnership (PPP) has become a slogan in anew development strategies, particularly over the last couple of decades. It is anticipated as an imaginative plan to tap private assets and to support the dynamic cooperation of the private division in national turn of events. It is all the more powerfully supported when open assets are anticipated to be deficient to address the issues. PPP isn't restricted in open area organizations rather they are being stretched out to human improvement divisions, for example, training and wellbeing. On account of instruction, PPP has been proposed as a significant methodology in the Eleventh Five Year Plan. Among numerous things, the Eleventh Plan has proposed the setting up of 6,000 new model schools in optional training, partnered to the Central Board of Secondary Education. Of these, 2,500 are to be under the PPP model. The aim is to set up these schools in the regressive districts and remote zones where great tutoring offices don't exist with the goal that quality training is available in the retrogressive locales too. As indicated by the model settled by the Planning Commission in the conference with the private segment, these schools will be set up by 2014 and will have the ability to instruct 65 lakh understudies, of whom 25 lakh will be from the denied areas. Each school will have around 2,500 understudies, 1,000 of whom will be 184 from denied areas and charged a symbolic expense. 50% of the 1,000 understudies will be from the Scheduled Castes, the Scheduled Tribes, and the Other Backward Classes. They will be required to pay a month to month charge of Rs.25 each. The remainder of the kids, who will be from other denied areas — non-pay taxpaying families will be required to pay an expense of Rs.50 every month. The rest of the expenses of these understudies, assessed to be Rs.1,000 to Rs.1,200 ahead for each month, will be repaid by the Union government to the schools. It is assessed that the administration should pay Rs.10,500 crore until 2017. The sum is probably going to go up with rising costs, as a rule, and expanding expenses of instruction, specifically. Well beyond this, the schools may gain admittance to applicable assets from the Center and the State governments under various plans. The schools will be allowed to concede anybody to the staying 1,500 seats and charge any measure of expense. Corporate organizations with a base total assets of Rs.25 lakh are qualified to set up schools under this model. Every element should store Rs.50 lakh with the administration for the primary school it proposes to set up, and Rs.25 lakh per extra school. Each can set up upwards of 25 schools. Non-benefit organizations with related knowledge in training need to store Rs.25 lakh for each school. The schools should have such a foundation accessible in the best tuition based schools. There are a couple of significant angles that are clear in this model. In the first place, it includes a gigantic exchange of assets from the exchequer to non-public schools. Second, the schools have boundless opportunities in all parts of administration, including explicitly the expenses to be charged from the 1,500 understudies. The model in this way permits the supposed non-benefit organizations to work for, and really make benefits. Third, the administration has little command over these schools. But to demand that 1,000 understudies from the denied segments are conceded and that they are charged a specific expense, it can't do a lot. Thus, the model, which asserts that it isn't for privatization and that it won't permit the benefits thought process to enter the field of training, will advance the inverse: privatization and, practically speaking, a serious extent of commercialization. It is privatization and commercialization with a distinction — using open assets. Generally significant, the PPP model doesn't want to see training as being particular from the creation of business products and working of the framework. 185

9.7 Summary This Unit can be summarized as under: ● A procedure through which any general public handles an instructive issue. It incorporates a general public's communicated expectations and authority establishments just as its reliable examples of movement and idleness in the territory of training is called education policy. ● Policymaking includes certain essential advances set down with the goal of meeting certain requirements of the general public. It includes perceiving and characterizing an issue, making sure about government consideration regarding it as along with the foundations concerned, affecting strategy decisions lastly surveying its effect on the general public. ● A gurukula or gurukulam was a type of education system in ancient India with shishya living near or with the guru, in the same house. It is an ancient education system than the present education system. ● Three fundamental forms engaged with the education framework were Sravana, Mqana, and Nidhyasana. ● It was the Lakshmana Swamy Mudaliar Commission of 1953 which made the school middle for educating learning cum movement focus. ● The Kothari Commission or the National Training Commission which was named in 1964 felt the requirement for a uniform instructive structure in India. The Kothari Commission offered the need for professional, specialized, building, horticultural, and science training. ● India reported another training strategy alluded to as the National Policy on Education (NPE), which was planned to get ready for India for the difficulties of the 21st century. The NEP stressed the requirement for change expressing that 'Instruction in India remains at the junction today. ● The primary purpose of NEP, 1986 was the advancement of privatization and the proceeded accentuation on secularism and science. ● The relationship between politics and education is intimate as is evidenced by the student's wings of the political parties that operate in the colleges and 186 the universities. Politics-education relationship, the region may enjoy superior educational facilities with better school facilities and higher institutes of learning, because the political leaders of that region may be in an influential position in the Government. ● The government all alone has not had the option to bear the duty of giving quality training to the majority. ● Public-Private Partnership (PPP) has been proposed as a significant methodology in the Eleventh Five Year Plan. Among numerous things, the Eleventh Plan has proposed the setting up of 6,000 new model schools in optional training, partnered to the Central Board of Secondary Education. 9.8 Key Terms NEP - National Policy on Education ICT - Information and Communication Technologies Policymaking -Policymaking includes certain essential advances set down with the goal of meeting certain requirements of the general public. 9.9 Check Your Progress 1. Define Education Policy. 2. What is Policymaking? 3. Explain Gurukul. 4. What are 3 fundamental forms engaged with the education framework? 5. Which national body brought significant move in the field of education? 187

Unit: 10 Education and Socio-Cultural Changes in the Society Structure 10.0 Introduction 10.1 Unit Objectives 10.2 Sanskritization, Westernization & Modernization of Society 10.3 Education in India before Independence 10.4 Education in India after Independence 10.5 Problems and Ways to Improve Education 10.6 Summary 10.7 Key Terms 10.8 Check Your Progress 10.0 Introduction Like some other society Indian culture, as well, has been evolving. Be that as it may, the pace of progress expanded quickly since the approach of British guidelines in India. English frontier rule profoundly affected Indian culture. This change occurred both in its structure and working. At that point came freedom and what makes the social change in contemporary Indian culture particularly critical and vital is the way that, generally, it is arranged, supported, coordinated, and constrained by the state. To serve their own advantages the British standard presented another western training, new methods for transport and correspondence, new innovation, and another arrangement of the legal executive. There were a few socio-social changes that occurred in India. We will talk about in detail a few socio-social changes and Education in India during Pre and Post Independence in this Unit. 188

10.1 Unit Objectives In this unit, we will understand the several Socio-Cultural changes that took place in our country before and after Independence. We will study the following:- ● Sanskritisation- Meaning, Definition, Impact ● Westernization- Meaning, Definition, Impact ● Modernization- Meaning, Definition, Impact ● Education in India- Pre & Post Independence ● Problems and Ways to improve Education 10.2 Sanskritization and Westernization of Society and the Role of Education India represents one of the oldest, constant, and unbroken living civilizations in the whole world known as Hinduism. One of the prominent features of Indian civilization is its 'Caste -system'. The caste system is a unique way of classifying society. It has been conceptualized, started, and practiced particularly in India. It has given a distinct identity to Indian society. Castes have its ethnic roots as signified by "Jati", and a ritualistic and symbolic significance in its Varna aspect. It has greatly influenced the culture of the whole of India. It has kept its continuity without interruption. It has survived the changes of time, saved itself by erosion from within, and assault from outside only because of the adaptability. It has taken different shades and meaning with the changing times and places. Its character during Indus Valley Civilization was altogether different from what exists today. It is still in a transient or moving phase. Its shade is different in the setting of village, locality, region, or religion. Once changed, the system never returned to its original form. Its absorptive nature has internalized alien influences. Though the Indian Society which is based on the caste-system is usually regarded as "closed society", it is not altogether changeless. Within the structure of the caste itself, some kind of mobility is seen. The socio-cultural changes that have taken place in India can mainly be categorized into these processes namely; Sanskritisation, westernization, and modernization. These three processes reflect an attempt on the part of Indian 189

masses to achieve some amount of mobility both within and outside the framework of the caste system. 10.2.1 Sanskritisation Prof. M.N. Srinivas introduced the term Sanskritization into Indian Sociology. The term refers to a process where people of lower castes try to adopt upper caste practices and beliefs, towards acquiring a higher status. It indicates a process of cultural mobility that happened in the traditional social system of India. 10.2.1.1 Meaning of Sanskritisation Sanskritisation is not a new phenomenon. It has been a process of cultural change in Indian history, and it has occurred in every part of the Indian subcontinent. It indicates the process in which the lower castes try to imitate the lifestyles of upper castes in their attempt to raise their social status. The process appears to be linked with the role of the local "dominant caste". 10.2.1.2 Definition of Sanskritisation The definition of Sanskritisation was given by M.N. Srinivas in his "Social Change in Modern India" printed in 1971. It means "a

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process by which a low caste or a tribe or other group changes its customs, rituals, ideology, and

a way of life in the direction of a high and frequently, twice-born caste." 10.2.1.3 An analysis of the process of Sanskritization As you know, Sanskritisation means the process of upward mobility. The following points shall help you to know the analysis of the process of Sanskritization. • Under this process, a caste tries to increase its position or status in the caste hierarchy not at once, but over a period of time. It may take time, a period of one or two generations. • Mobility that is associated with the process of Sanskritisation results only in "positional changes" for particular castes or sections of castes, and not necessarily leads to a "structural change". It means when individual castes move up or down, the structure remains the same. • The castes which enjoyed higher economic and political power but rated relatively low in the ritual ranking went after Sanskritisation for they felt that their claim to a higher position was not fully effective. 190 • Economic prosperity is not a necessary precondition to Sanskritisation, nor economic development necessarily leads to Sanskritisation. Though sometimes a group (caste/tribe) may start by gaining political power and this may lead to economic development and Sanskritisation. • Sanskritisation is not necessarily limited to the castes within the Hindu community, it is observed in tribal communities also. The Bhils of Western India, the Gonds, and Oraons of Middle India and the Pahadiyas of the Himalayan region have come under the influence of Sanskritisation. These tribal communities are now claiming themselves to be Hindus. • The process of Sanskritisation works as a "reference group". It is through this process caste groups try to orient or place its beliefs, practices, values, attitudes, and "lifestyles" in terms of another superior or dominant group, so that it can also get some recognition. Sanskritisation does not take place in the same way in all the places. 10.2.1.4 Impact of Sanskritization The following points can help you to know the Impact of Sanskritization: • Modern education, Western literature, and philosophy of people extended, and as a result, the thinking or mental horizons and ideals of people changed. They welcomed rationality and other good features of and made good use of open-minded, and humanitarian ideas and thoughts. • Vedas have been conceived through intellectual thinking and experimental observation and used Upanishads (thoughtful interpretation of Vedas or Mythology) for the creation of human imagination. • Reformists and their organizations had completely an economic and social thrust. They aimed at establishing a social order based on Vedic teachings and practices. They criticized the nonsense of rituals and superstitions created by some selfish people to trap the ignorant and poor masses. They laid importance on interpreting Vedas logically and scientifically. • It decreased or removed the gap between the ritual and secular rankings. It also helped to uplift the weaker persons. The lower caste group which successfully got into the seat of secular power also tried to avail of the 191

services of Brahmins especially at the time of observing rituals, worshipping, and offering things to God. 10.2.2 Westernization The process of Westernization of the caste system in India began with two affairs. • The desperate efforts of missionaries to convert as many Indians as possible into Christianity; and • The coming of East India Company in India. It came for trading but later started aspiring to increase its political power in India. It is the East India company that successfully established the 'British Imperial Rule' in India by 1958. British rule produced extreme and lasting

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changes in Indian society and culture, as the British brought along new technology, institutions, Knowledge, beliefs, and values. Hence the

conversion mission and the occupying aspirations of the British paved the way for social mobility for individuals as well as groups. It is in this context that M.N. Srinivas originated the term "Westernisation" mainly to explain the changes that have taken place in the Indian society and culture due to the Western contact through the British rule. 10.2.2.1 Definition of Westernisation According to M.N. Srinivas, "Westernisation" refers to "the changes brought about in the

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Indian society and culture as a result of over 150 years of British rule

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the term associates changes occurring at different levels – technology, institutions, ideology, and values.” 10.2.2.2

Meaning of Westernisation The term westernization describes the impact of Western contact (particularly of British rule) on the Indian society and culture. M.N. Srinivas used the term “Westernisation” to describe the changes that a non-western country experienced and showed as a result of the extended contact with the western one. • According to Srinivas, it means “

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certain value preferences”, which in turn absorbs several values, such as “humanitarianism”. It means an active 192 concern for the welfare of all human beings irrespective of caste, economic position, religion, age, and sex. •

Westernization not only involves the introduction of new institutions, but also significant changes in old institutions. For instance, India had schools even before the arrival of the British, but they were different from the British introduced schools. Other institutions such as the army, civil service, and law courts were also similarly affected. However, the increase in Westernisation does not hinder the process of Sanskritization. Both go on together, and to some extent increase in Westernisation quickens the process of Sanskritization. For example, the postal facilities, railways, buses, and newspaper media which are the products of Western impact on India provided more organized religious pilgrimages, meetings, caste solidarities, etc., possible compared to the past. 10.2.2.3 Impact of Westernisation The following points are describing the impact of Westernisation, and they are like: 1. Opened up the doors of knowledge: Modern education opened up the doors of knowledge and education that prospered in Europe after the Renaissance movement of the Middle Ages in India. It helped in widening the mental horizons of Indian academics or intelligentsia. 2. Education for all: During the second half of the nineteenth century, the British government in India started opening the doors of the modern education schools to all the sections of Indian society, for all of the castes or creed people. However, very few from the general public went to attend such schools. It was a small section of society that was open-minded and could avail of such modern education. 3. Highlighted evil practices: Modern Education helped in highlighting the prevalent evil-practices and weaknesses developed into particularly the weaker sections of the social system. The evils prevalent at that time were like un-touch-ability and inhuman treatment to women, Sati, Polygamy, child marriage, etc. 4. Attracted attention of social reformers: Modern education influenced the intellectuals and social reformers. It made them aware to realize the real 193

issues and evils prospering in society due to ignorance, nonsense rituals, and superstitions created by some selfish people to entangle and use the ignorant and poor masses. The reformers suggested remedies for the social, political, and economic diseases of the country. They felt a responsibility towards building a modern, open, plural, culturally rich, prosperous, and powerful India out of a fragmented, poverty-stricken, superstitious, weak, indifferent, backward, and inward-looking society. The growing awareness and efforts of various reformers could bring out good changes in the society as the lawful abolition of Sati System and slavery. Female infanticide practice went lower to a large extent. 5. Realization of the worth of liberty and freedom: It made the national leaders strategic, organized, and well equipped for fighting the freedom movement against the oppressive British Raj. Indians understood the worth of liberty and freedom. They got opportunities to read, know, and follow the philosophies of thinkers like Locke, Mill, Rousseau, Voltaire, Spencer, and Burke, etc. They understood the causes and impact of English, French, American revolutions. 10.2.3 Difference between Sanskritization and Westernization Let's know the differences between Sanskritization and westernization through the down given points: 1. The Sanskritisation process developed sacred views, while the Westernisation process promoted a secular viewpoint. 2. Sanskritization is a process of upward mobility through a process of copying, while Westernisation is a process of upward mobility through the process of development only. 3. Sanskritisation means movement or mobility within the structure of the caste- system, while Westernisation means the movement outside the structure of the caste system. 4. Sanskritisation puts restrictions on meat-eating and consumption of alcohol, while Westernisation promoted meat-eating and consumption of alcohol. 10.2.4 Modernization 194

The term modernization “does not mean any philosophy or movement, but it symbolizes a process of change”. Often, “modernization” is perceived as a process of adopting the modern ways of life and values.” Previously, the term was being used to refer to ‘change in the economy and its related effect on social values and practices’. Today, the term ‘modernization’ is recognized as - an effort by the custom-bound people, towards adapting themselves to the present time, conditions, styles, and ways in general. It means a change in people’s food habits, dress habits, speaking styles, tastes, choices, choices, ideas, values, recreational facilities, and so on. It is also described as a social change that includes the use of science and technology. The scientific and technological innovations have brought about extraordinary changes in the whole system of social relationships and established new ideologies in the place of traditional ones.

10.2.4.1 Definition of Modernization According to Smelser - Modernisation is a compact set of changes that happen almost in every part of society as it attempts to be industrialized. Modernization includes an ongoing change in a society’s economy, politics, education, traditions, and religion. According to Alatas - Modernisation is a process by which modern scientific knowledge is introduced in society with the one purpose of achieving a better and more satisfactory life in the widest sense of the term as accepted by the society concerned.

10.2.4.2 Impact of Modernization Following are the different points describing the impact of modernization:

- 1. Development of modern means of transport:** Process of modernization, industrialization, and technological developments have given birth to modern and state of the art means of transport which have helped us in traveling far off places with no time. The shortening of the geographical distances with the modern traveling modes has brought far off places and people closer.
- 2. Industrialization of the economy:** The process of Industrialization began under British rule and that initialized the making of modern India. With the 195 beginning of industrialization, the whole economic system of India started transforming.
- 3. Revolutionized Production:** Industrialisation process improved domestic production in India to a great extent. The most revolutionized areas were agriculture and textile production.
- 4. Discredited traditional occupations:** Modernisation and emergence of white-collared jobs based on formal education led to making many traditional occupations as old-fashioned. They started being considered as less paying, more uncertain, or time-consuming. In fact, industrialization decayed the authority of caste and kinship in the matters of occupation. New occupations gave a choice of profession or occupation, but approachability to them depended on modern education, knowledge of English language, and loyalty to the British.
- 5. Unemployment increased:** Very few people could join the modern occupations. The majority of people could neither enter into the modern sector nor could stick to their traditional occupations considering them menial work and sarcastic. In the absence of industrial, commercial, or social service activity, most of them had no choice but either to be agricultural laborers, industrial workers, or marginal labor for their survival and this led to the increase of unemployed or underemployed numbers.
- 6. Caste is more liberal in the social sphere:** In modern India, the spread of literacy and growing awareness brought an end to the discriminatory practices and deformations developed in the Caste system, while living under the foreign rule. Today, it has become more liberal and less restrictive in the social life of the people.
- 7. Less restrictive:** Today, expulsion from castes means little, while earlier it meant complete social exclusion. The old style of authority and power exercised by caste-elders has already diminished except for a few rural areas, especially in Haryana and Rajasthan. Traditional barriers to marriage, hereditary occupations, and commonality are diminishing at a fast pace.
- 8. Other Impacts:**
 - The spread of Scientific and technical education.
 - Adoption of Scientific Technology in industry and agriculture.
 - The spread of literacy and media participation.
 - The life expectancy of a child during birth has increased so is the average life expectancy of people due to the availability of drugs and medical facilities.

10.2.4.3 Problems of Modernisation Prof. Ram Ahuja talks of five main problems of modernization. They can be briefly stated below:-

- 1. Modernization demands that society must change in all ways at once.** But such a regular and co-ordinated pattern of growth cannot be planned and materialized. Some amount of social interest hence is bound to be there. For example, the discrepancy between mass education and employment opportunities.
- 2. During the period of modernization structural changes mostly remain uneven.** For example, industries may be modernized but religious systems, family systems, etc. remain conservative.
- 3. Modernization of social and economic institutions may create conflicts with the traditional ways of life.** For example, trained M.B.B.S. doctors may pose a threat to the traditional medical practitioners.
- 4. Another problem is that most often roles adopted by the people are modern, but their values continue to be traditional.**
- 5. Yet another is that there is a lack of cooperation among agencies which modernized and among those institutions and systems which are already modernized.** This is more or less like the problem of “cultural lag”.
- 6. Finally, though modernization raises the aspirations of people, the social system does not provide enough chances to materialize them.** This creates frustration, disappointment, and social unrest.

10.2.5 Difference between Westernisation and Modernisation Following are the points to describe the differences between westernization and modernization: 197

1. The term Westernisation unlike Modernisation is ethically neutral. It does not carry the implication that it is good or bad, whereas modernization is normally used in the sense that it is good. 2. Westernization, as said by Srinivas, covers behavioral aspects like eating, drinking, dressing, dancing, etc., the knowledge aspect like literature, science, etc.; and the value aspect like humanitarianism, egalitarianism, secularism, etc. the term modernization involves a transformation of social, political and economic organization. 3. Modernization is a broader concept and has a wider range of applications, while westernization characterizes

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the changes brought about in Indian society and cultures as a result of over 150 years of British rule. 4.

Westernization is a middle-class phenomenon while modernization is a mass process involving mass media.

Conclusion:: Caste system has traveled a very long distance. Many changes have taken place in the system especially during centuries of Muslim and British rule in the country. As time passed on, vested interests in each era had distorted or interpreted the original concepts in the manner, which suited their purpose. Many deformities and rigidities had developed into the system to preserve its indigenous identity and culture. Still, Caste-system presents one of the oldest social institutions, and a continuous and uninterrupted living culture still existing in the whole world. 10.3 Education in India before Independence Cultural and traditional education had started since the beginning of 'human civilization'. Though the pattern of learning was different from the present-day curriculum, yet no one can deny that 'human civilization' developed in a parallel manner in the presence of cultural and traditional education. Let's read ahead about the education systems present in different periods. 10.3.1 Education system in Ancient Period Every aspect of life including education in ancient India was influenced by religion. Though, it is worth mentioning that education aimed at many-sided development of the personality of a student with a religious orientation. 198

- The different concepts, aims, and ideals of education were correlated as well as associated with the ideals of life. ● Religion played a crucial part in life in ancient India. The whole social structure of those days was religious and the whole system of education swelled or filled with a religious atmosphere. Teachers were usually priests, so they provided Liberal, Spiritual, and Religious education. In ancient India, the whole system of education ran on the specific system of institutions called the 'Gurukul System Of Education'. ● The main sources of teaching in ancient education were Vedic literature which represents the most important and intrinsic part of the life of the Indian people. In the Vedic period, as the period is known, teachers or Guru used to give knowledge to their pupils on the basis of Vedic literature. ➤ Vedas are in eight different forms; they are Four Vedas, Six Vedangas, Four Upavedas, Four Brahmanas, One hundred and eight Upanishads, Six systems of Philosophy, Bhagavad Gita, and Three Smritis. ➤ The Vedas deal with every branch of knowledge and provide basic material of all arts and science. ➤ They are the first source of wisdom. ➤ Ancient educators considered knowledge as the third eye of man which gives him insight into all worldly and unworldly matters. The teacher occupied a vital position in the Vedic system of education. The teacher was all a parent, a surrogate, a facilitator of learning, an exemplar, an inspirer, a confidant, a friend, a philosopher, an evaluator, an imparter of knowledge and wisdom, and above all a guru (religious and spiritual) guide. ➤ In the Vedic period forest was treated as a center of education, which was far from the noisy crowds of cities, villages, or markets. ➤ Under the ancient or more particularly Vedic education process, all human beings would make necessary or positive changes in their behaviors. It was with feelings of love and devotion that the atmosphere of an educational institution was charged with. 199

➤ Vedas are considered to be the main source of the Indian philosophy of life. ➤ Among the four Vedas, the Rig Veda is considered as most fundamental from the point of the School Education System in India before and after Independence.

- In ancient times people used to live a simple and pious life. They used to perform their duties and responsibilities with utmost care and devotion. Everyone had certain moral values and they considered following religion norms as their duty. They used to live in close contact with saints, which made their life religious.
- An important objective of the ancient educational system was to preserve and transmit ancient Indian culture. This task was being performed by renowned teachers, who used to engage in their work continuously.
- Habits of performing various functions independently were developed in students, which used to help them in uplifting their future life. The ancient education system had been able to develop the all-round behavior of students. Though the system did not have a written curriculum yet, Gurus would choose those activities that helped to develop different dimensions of a student's personality. To repeat, the overall system of education in ancient India was based on Vedas.

Importance of the education system: The educational institutions which provide primary education to the maximum number of children are the world's largest single enterprise. With the involvement of a big array of teachers, the biggest number of pupils, a large number of supervisors and administrators, this kind of institution can change the social value of human life with the help of education. The role of primary education is extremely significant and crucial from the different aspects and needs of psychological preparedness, sociological influences, economic necessities, and the philosophical and scientific enlightenment and humanism. Education works as a lever in raising the financial and social status of the individuals. Expenditure on education is regarded as a useful investment not only by economists but also by the educationists. The economic condition of a country depends largely on the educational standards of its people since primary education 200 is the foundation and should be the maximum or basic acquisition for the majority. Education is the root of modernization and human development. Education is a process of learning and it continues throughout life. It promotes mobilization and encourages people to participate in development activities. Education makes people skilled in jobs and creates productive efficiency.

10.3.2 Education in India before Independence

Let's read the education in India before independence under the following points:

- In the Gurukul system of education, the Brahmin Gurus or teachers taught children of three upper casts of Aryan society Brahmins, Kshatriyas, and Vaishyas. For the non-Aryans, the education was kept under disregard, although they were in the majority among the Indian populace.
- The majority of the pupils were boys or males, but there was a provision for the girl's education also, though the number of schools or Gurukuls for girls was very few in those days.
- The development of primary education in both the religious period was not good.
- The institutions of Temples and Monasteries were the basic development of the Hindu and Buddhist religions that gave only the basic education to the pupil up to a certain age. Although Buddhism continued as a religion in India for 1,500 years with institutionalized of education through Viharas, almost five thousand Viharas spread the light of knowledge

10.4 Education in India after Independence

When India got independence from British rule, at that time the status of education in every sector was extremely weak and disappointing in all aspects like there were educational disparities and imbalances large between urban and rural, between men and women, and between rich and poor. Except for a few pre-primary centres that were run by Christian missionaries and some philanthropists in the metropolitan cities. Pre-school education was a non- entity, the universalization of primary education was absent. 201

According to S. K. Kochhar, the total enrolment in the age group 6-11 was 141 lakhs, which meant hardly 35% in this age group in the primary school. There were 5000 secondary schools with an enrolment of 870000 or 4% of the children of the 14-17 age groups. The 19 universities and 400 colleges had an enrolment of 250000. The total expenditure on education was Rs 57 crores or 0.5% of the total revenue of the government [S.K. Kochhar]. Independent India opened new avenues of economic development, social change, and democracy which needed skilled and well-informed people and also afforded learning opportunities to those who could join in the developmental process. After independence, India needed immediate reforms in the education system which is an important requirement for social change and national upliftment. Several committees and commissions were needed to analyze the educational problems and make a recommendation

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to adjust it to the changing needs, aspirations of the people,

structure, and strategy of education. Free India needed an effective Constitution to provide Justice, Liberty, and Equality and of course to provide free education to the people of India. Finally, a new constitution for free India became effective from 26th January 1950. Some of the articles in the constitution that deal with education are the following (table: 10.1):

Articles under the Indian Constitution For Popularizing and safeguarding Education Free and compulsory primary education in the country - Article 45, explains that

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the State shall endeavor to provide within ten years from the commencement of this Constitution for free and compulsory education for all children until they complete the age of

fourteen years. Religious instruction – Article 28(1), Article 28(2), Article 28(3), and Article 30 of the Indian Constitution safeguard Secular Education. India is a secular state and every religion has the right to popularize and spread its religious ideals. Equality of Opportunity in Educational Institutions – Article 29 and 30 of the Indian Constitution guarantees the minorities certain cultural and educational rights to establish and administer educational institutions of their choice, whether based on religion or language. 202

Education of the Socially and Educationally Backward Classes of Citizens – Article 15, 17 and 46, safeguard the educational interest of the weaker sections of the Indian community, that is, socially and educationally backward classes of citizens and scheduled castes and scheduled tribes. Language and Educational Safeguard – Article 29(1), explains that

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any section of the citizens, residing in the territory of India or any part thereof having a distinct language, script or culture of its own shall have the right to construe the same.

Table 10.1 Articles under the Indian Constitution For Popularizing and safeguarding Education The above-mentioned Articles and some others provided by the Indian Constitution popularize education among Indian citizens and can fill the gap of educational inequalities between rural and urban, between male and female, between rich and poor, and provide maximum possibilities to get an education with minimum expenditure. The immediate action that was taken by the Government of India after independence was the formation of the University Education Commission in The Radha Krishnan committee made observations and recommendations to the constitution. It proposed various aims of education as well as different functions of the universities. It also had recommendations on other aspects like the financial sources for universities, the processes of admission, courses, and the responsibility for the development of University-level education. 1948 under the chairmanship of Dr. S. Radha Krishnan and submitted its report in 1949. After Independence, the Government of India shares the responsibility of development on various sectors including education with its States by adopting the federal form of government and through three different lists, such as Union list which includes those things which are of great interest to the nation, the second one is State list which includes items of local interest and last on is the concurrent list which includes items that concern both the Centre and the State. With the establishment of the Planning Commission in the same year when India was proclaimed a Republic, the task of drawing five-year plans covering all aspects of national development including education. 203

10.5 Problems and Ways to Improve Education Education is a diverse learning lifetime procedure of picking up information from all methods. But, there are certain issues and concerns related to education that are faced by an individual. Below are the major problems faced in the progress of education: 1.

38%

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Lack of funds: The absence of adequate assets is the primary issue in the improvement of instruction. The cost of training in Multi-Year Plans has been

diminishing. Because of deficient assets, most instructive foundations need a framework, science gear, and libraries, and so forth. Because of this explanation, the ideal outcomes can't

41%

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be accomplished. 2. Expensive higher education: College, expert, and specialized instruction have become expensive. The expense structure of specialized and expert foundations like IIM's is very high IIM's charge Rs. 2 lakh for every semester for MBA classes. It is past the compass of the regular man. The privatization of advanced education has prompted the development of benefit hungry business people. Presently a day's advanced education is

an exorbitant undertaking. 3.

38%

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Neglect of Indian languages: The mechanism of guidance especially in science subjects is English. So country understudies who are not knowledgeable in English, can't examine science appropriately in English. They endure a great deal; Indian dialects are as yet immature. Standard distributions are not accessible in

the Indian language. 204

4. The problem of Brain drain: At the point when clever, skilled, and meriting up-and-comers don't land appropriate positions in the nation, they want to travel to another country for looking for employment. So our country is deprived of good talent. This phenomenon is called 'Brain drain'. 5. Mass illiteracy: In spite of established mandates and financial arranging, we can't accomplish penny percent education. -

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Even now 35 percent of individuals stay unskilled. In India, the quantity of ignorant people is very nearly 33% of the complete unskilled people on the planet. Propelled nations are 100% proficient; the situation in India is very inauspicious. 6. Wastage of resources: Our education system depends on General Training. The dropout rate is high

in the essential and optional levels. A large portion of the understudies in 6-14 age bunches leave the school before finishing their training. It prompts the

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wastage of financial and HR. 7. General education-oriented: Our educational system is of General Training in nature. The improvement of specialized and professional training is very unsuitable. So our instruction is useless. Thus the quantity of taught jobless people is expanding step by step. This has become an extraordinary worry for Govt. 8. Problems of primary education: Our primary education is

driven by an exorbitant number of concerns. An enormous

50%

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number of elementary schools have no structures which to discuss essential offices like drinking water, urinals, and power, furniture and study materials, and so on. Enormous quantities of elementary schools are single instructor schools and numerous schools are even without educators. So the drop rate is exceptionally high and a reason for concern. Closing, we can say that there is a quantitative extension of

instruction yet in subjective turn of events, we are as yet falling behind. UNESCO Commission on Education in the year 1972 proclaimed that education is a deep-rooted procedure and its purpose is to set up a learning society – a general 205

public that knows step by step instructions to learn, to develop and change itself to the requirements of a consistently evolving world. Swami Vivekananda has stated that "Education isn't the measure of data that is placed into your mind. In the event that you have absorbed five thoughts and made them your life and character, you have more education than any man who has by heart an entire library". Here we will discuss the points to improve the present education system.

Society need-based Revision of Curriculum: Quality and standard of education rely upon the nonstop survey and refreshing of the curriculum of the students in the school, school, and college levels occasionally. Board of studies ought to erase the exercises not valuable to life and society and occasionally acquaint new schedules with suiting the general public needs. The best education system is not just improving the I.Q. (Intelligence quotient) of students yet in addition similar to the E.Q.(Emotional Quotient) We need ever-updating professionally competent teachers: It is an important fact that the progress of a country depends on the quality of Without updated learning, quality in teaching is impossible. The teacher should refresh himself/herself with the cutting edge information and late patterns in research fields of various controls. Consistently UGC has sorted out numerous supplemental classes in numerous subjects to expertly redesign the instructors. Be that as it may, because of the need of educator members numerous supplemental classes are either dropped or delayed. The main reasons behind the failures in conducting refresher courses are: 1. The long length of the supplemental class, generally over 3 weeks. 2. The supplemental class sorting out establishment is far away from the areas of universities of members. 3. Mentally the greater part of the educators is reluctant to remain ceaselessly out of station for in excess of 2 weeks. Education, which thus relies upon the nature of its teachers at all degrees of training. In India, 5.3 million individuals are associated with the respectable showing calling of which 4.95 million are instructors of basic and optional schools (Chockalingam, 2003; 2004). All instructors are not generally regarded, yet great educators are constantly regarded. To improve the nature of instruction every educator ought to 206

have free access to the web offices to refresh his insight for the readiness of his homeroom addresses and for getting the most recent data and information in their field of examination. Research can rejuvenate the quality of education: Imaginative examination and distributing of exploration articles/books ought to be made required for educators at school/college levels. Without research, it is accepted that training stays stale and obsolete. To improve the nature of instruction through persuading the examination perspectives of employees of the universities, UGC may reintroduce professorship to the college level also. Employees of school the individuals who distributed exploration papers/books and Readers/Selection Grade Teachers of demonstrated greatness in instruction might be moved up to the educator posts. The current instruction framework is completely stacked with I.Q. perspectives (Intelligence quotient). To change the present instruction framework E.Q perspectives (Emotional quotient) ought to be consolidated. UGC model educational program for the subject of passionate knowledge ought to be arranged and made mandatory subject at the school level of Indian Colleges in order to improve the nature of instruction and understudies. Refreshing information on instructors through supplemental classes and free access to Internets is an absolute necessity to improve the nature of the present instruction framework. An examination can improve the nature of instructing and inspire research exercises among employees of school residency that might be reintroduced at the school level. 10.5 Unit Summary Let's summarize the unit into some key points:

- Prof. M.N. Srinivas introduced the term Sanskritization into Indian Sociology. The term refers to a process where people of lower castes try to adopt upper caste practices and beliefs, towards acquiring a higher status. It indicates a process of cultural mobility that happened in the traditional social system of India
- Under this process, a caste tries to increase its position or status in the caste hierarchy not at once, but over a period of time. It may take time, a period of one or two generations. 207
- The process of Westernization of the caste system in India began with two affairs: The desperate efforts of missionaries to convert as many Indians as possible into Christianity; and The coming of East India Company in India. It came for trading but later started aspiring to increase its political power in India.
- Westernization impacted the nation in various ways like it opened up the doors of knowledge Education for all, highlighted evil practices, attracted the attention of social reformers, and realization of the worth of liberty and freedom.
- The term modernization "does not mean any philosophy or movement, but it symbolizes a process of change". Often, "modernization" is perceived as a process of adopting the modern ways of life and values." Previously, the term was being used to refer to 'change in the economy and its related effect on social values and practices'.
- Modernization also impacted the nation in various ways like the development of modern means of transport, Industrialization of the economy, revolutionized production, discredited traditional occupations, unemployment increased, and the caste system became more liberal in the social sphere, less restrictive along with other impacts.
- Education in India before independence can be studied under the education system under the ancient period when it was highly religious, culture and Vedas influencing; and then under the pre-independence period when it was also still under the religious beliefs and influences.
- Soon after gaining independence in 1947, making education available to all had become a priority for the government. The present education system in India mainly comprises primary education, secondary education, senior secondary education, and higher education.
- In order to improve education, the teacher should refresh himself/herself with the cutting edge information and late patterns in research fields of various controls. 208

- Quality and standard of education rely upon the nonstop survey and refreshing of the curriculum of the students in the school, school, and college levels occasionally.
 - To improve the nature of instruction through persuading the examination perspectives of employees of the universities, UGC may reintroduce professorship to the college level also.
- 10.6 Key Terms • Sanskritization: It means "a

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process by which a low caste or a tribe or other group changes its customs, rituals, ideology, and

a way of life in the direction of a high and frequently, twice-born caste." • Westernization: "the changes brought about in the

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Indian society and culture as a result of over 150 years of British rule

and

88% **MATCHING BLOCK 214/214** **SA** B 1 Unit 3 Dr. Shubhangi Vaidya Social Change ... (D86279705)

the term associates changes occurring at different levels – technology, institutions, ideology, and values." •

Modernization: According to Smelser - Modernisation is a compact set of changes that happen almost in every part of society as it attempts to be industrialized. Modernization includes an ongoing change in a society's economy, politics, education, traditions, and religion. • I.Q.: Intelligence quotient • E.Q.: Emotional Quotient 10.7 Check Your Progress 1. Write the meaning of 'Sanskritisation'. 2. Write the meaning of 'westernization'. 3. Write a short note on the Vedic way of teaching in India under the education system in ancient times? 4. List down 3 problems of education. 5. State one of the reasons behind the failures in conducting refresher courses. 209

Hit and source - focused comparison, Side by Side

Submitted text As student entered the text in the submitted document.

Matching text As the text appears in the source.

1/214	SUBMITTED TEXT	14 WORDS	89%	MATCHING TEXT	14 WORDS
	explains different sociological aspects of life, the person may be said to be educated.			explains different aspects of life, the person may be said to be educated.	
	W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf				

2/214	SUBMITTED TEXT	29 WORDS	79%	MATCHING TEXT	29 WORDS
	theoretical approaches towards the understanding of the sociology of education. It deals with education as a field of study and provides a wide overview of methods and researches used by sociologists.			theoretical approaches towards the understanding of the sociology of education. The Unit deals with education as a field of study and provides a broad overview of research and methods used by sociologists.	
	W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf				

3/214	SUBMITTED TEXT	66 WORDS	87% MATCHING TEXT	66 WORDS
	organization of facts. This understanding affects his outlook. More explicitly stated, a person who has specialized in a particular discipline may be said to be knowledgeable but not educated until his/her specialization influences. His perspective on other dimensions of life. When the knowledge a person has acquired affects the way in which he/she Looks at, understands, and explains different sociological aspects of life, the person may be said to be educated.		organization of facts. This understanding affects his/her outlook. More explicitly stated, a person who has specialized in a particular discipline may be said to be knowledgeable but not educated till his/her specialization influences his/her perspective on other dimensions of life. When the knowledge a person has acquired affects the way in which he/she Looks at, understands, and explains different aspects of life, the person may be said to be educated.	
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4/214	SUBMITTED TEXT	33 WORDS	95% MATCHING TEXT	33 WORDS
	A person may not be called educated simply by virtue of the fact that he or she has mastered a particular skill. A person who is educated in the real sense should have acquired		A person may not be called educated simply by virtue of the fact that he/ she has mastered a particular skill. A person who is educated in the real sense should have acquired	
	<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>			

5/214	SUBMITTED TEXT	18 WORDS	66% MATCHING TEXT	18 WORDS
	sociology, he meant the application of the scientific method in the study of the relationship between society and		Sociology. He defined sociology as "the application of scientific method in the study of relationship between the society and	
	<p>W http://www.wbnsou.ac.in/online_services/SLM/BED/CC-01.pdf</p>			

6/214	SUBMITTED TEXT	78 WORDS	59% MATCHING TEXT	78 WORDS
	The word 'education' is obtained from the Latin word- Educare which means, 'to bring up', 'to lead out', and 'to develop'. In the simplest sense, therefore, education specifies to the process of leading out, bringing up, and evolving individuals as mature, adult members of society. One cannot deny that that the usage and meaning of the word were extremely prevalent and observed till commercialism achieved ground. Peters (1977) explains that the coming of industrialism was escorted by greater demand for training, skill, and		The term 'education' is derived from the Latin word, educare which means, 'to bring up', 'to lead out', and 'to develop'. In the simplest sense, therefore, education refers to the process of bringing up, leading out, and developing individuals as mature, adult members of society. There is no denying that the meaning and usage of the word were excessively pervasive and generalized till industrialism gained ground. Peters (1977) explains that the coming of , industrialism was accompanied with greater demand for knowledge, skill and	
	<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>			

7/214	SUBMITTED TEXT	21 WORDS	52% MATCHING TEXT	21 WORDS
<p>which called for formal means of imparting these in specialized institutions which were called as 'schools'. As a consequence. Education, in its</p>		<p>which called for formal means of imparting these in specialized institutions that came to be referred to as 'schools'. Consequently education, in its</p>		
<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>				

8/214	SUBMITTED TEXT	24 WORDS	80% MATCHING TEXT	24 WORDS
<p>as training or the handing down of knowledge and skills. The scope of 5 education got bounded to the development of knowledge or understanding</p>		<p>as training or the handing down of knowledge and skills, got associated with schools. Over the scope education got delimited to the development of knowledge or understanding. 2</p>		
<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>				

9/214	SUBMITTED TEXT	60 WORDS	80% MATCHING TEXT	60 WORDS
<p>In its widest possible sense, education is characterized by the moral, intellectual, and spiritual development of a person. It may be noted that the conception of education as the all-round development of an individual, as distinct from training, emerged in the nineteenth century. The process of education encompasses the advancement of distinct qualities and attributes through explicit instructions or through implicit inhibition as part</p>		<p>In its widest possible sense, education is characterized by the moral, intellectual, and spiritual development of a person. It may be noted that the conception of education as the all-round development of an individual, as distinct from training, emerged in the nineteenth century. The process of education comprises cultivation of distinct qualities and traits through explicit instructions or through implicit inhibition as part-</p>		
<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>				

10/214	SUBMITTED TEXT	33 WORDS	100% MATCHING TEXT	33 WORDS
<p>growing up amidst family members, kin, and peer groups. Surely then; the domain of education enfolds both, what children learn in schools as also in families and peer-groups as part of the process of socialization.</p>		<p>growing up amidst family members, kin and peer groups. Surely then; the domain of education enfolds both, what children learn in schools as also in families' and peer-groups as part of the process of socialization.</p>		
<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>				

11/214	SUBMITTED TEXT	14 WORDS	100% MATCHING TEXT	14 WORDS
<p>information essential for an individual to live intelligently as a useful member of society</p>		<p>information essential for an individual to live intelligently as a useful member of society.</p>		
<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>				

12/214	SUBMITTED TEXT	18 WORDS	58% MATCHING TEXT	18 WORDS
	This signifies the conservation of primary information in schools that tends to get imposing and uniformized. In corollary,		This implies the perpetuation of basic information in schools that tends to get monolithic and uniformed. In corollary,	
	<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>			

13/214	SUBMITTED TEXT	132 WORDS	58% MATCHING TEXT	132 WORDS
	educational curriculum needs to be revised regularly in order to cope with social change and all that it needs to enable an individual to be of use to society. It is only natural then that kids compete with others and explore to organize their own potential and credentials for learning more completely than others. There is much speech about how to globalize education and make it more efficient and effective. Holt attacked the system of mandatory and competitive education encompassing the system of competitive and compulsory education which accompanied it the system of punishments and rewards. The most domineering and risky of all the social inventions of humankind was the usual practice of education as per Holt. It is the inmost groundwork of the contemporary and the worldwide slave state, in which most individual feel themselves to be nothing but spectators, producers,		educational curriculum needs to be revised regularly in order to cope with social change and all that it needs to enable an individual to be of use to society. It is only natural then that children compete with others and seek to establish their own credentials and potential for learning more rigorously than others. There is much talk about how to universalize education and make it more effective and efficient. Holt attacked the system of compulsory and competitive education entailing the system of compulsory and competitive education which brought with it the system of rewards and punishments. According to him, the conventional practice of education was, "the most authoritarian and dangerous of all the social inventions of mankind. It is the deepest foundation of the modern and the worldwide slave state, in which most people feel themselves to be nothing but producers,	
	<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>			

14/214	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
	driven more and more, in all parts of their lives, by		driven more and more, in all parts of their lives, by	
	<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>			

15/214	SUBMITTED TEXT	48 WORDS	71% MATCHING TEXT	48 WORDS
	We tend to learn or imbibe from what we experience and do. We are impacted by the quality of our contentment (or dissatisfaction), experiences, as also the excitement and joy or unhappiness that we derive from them. Children will not be able to learn what the teacher tries to teach		We tend to learn i.e., imbibe from what we actually do and experience. We are influenced by the quality of our experiences, the satisfaction (or dissatisfaction) as also the excitement and joy (or unhappiness) that we derive from them. Children who experience humiliation, threat, and unhappiness in school will not be able to learn what the teacher .tries to teach.	
	<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>			

16/214	SUBMITTED TEXT	35 WORDS	79% MATCHING TEXT	35 WORDS
	children manage to learn something, they tend to forget it in a short span of a day or two. Learning 6 is greatly enhanced when the children are filled with confidence, boldness, and the eagerness to learn. 1.4		children do manage to learn something, but they tend to forget it in a short span of one or two days. is greatly enhanced when the children are filled with confidence, boldness and the eagerness to learn.	
	W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf			

17/214	SUBMITTED TEXT	13 WORDS	76% MATCHING TEXT	13 WORDS
	Max Weber: Sociology is the science which attempts the interpretive understanding of social			
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As a sub-system, it is closely connected to the society of which it is a part and also connected to other sub-systems in the society. A system of education indicates the objects of the larger society and this impacts its structure. Education is firmly connected to the economic system in modern industrial societies. The economic system of industrial society requires skilled and literate labor, technically trained people in different fields, and several professionals who in turn enable society to achieve higher levels of modernization and industrialization. The task of instructing these people is allocated to the system of education. It is supposed to be a necessary investment to achieve a required level of development in society. Thus the system of education becomes nearly related to the economic system. Education is also linked to the system of stratification. Education becomes a mechanism to attain social mobility in modern industrial society. The diversities of occupations result in diversification of education, adding new criteria for status differentiation. Thus a new system of stratification emerges, which brings into account the educational accomplishments of individuals in society. Therefore people become alert of educational possibilities accessible to them. Moreover, it is essential to understand that the system of education has its internal hierarchy, firstly, of primary education, secondary education, and higher education, and secondly, of honor, such as first-class, second class, etc. Education is also related to the political system. Modern democratic society demands literate citizens. In order to make the citizens literate, it becomes necessary to expand the system of education. Thus mass education develops, wherein the government has to support and control education, and thus it gets linked with the political system. Literate citizens become conscious of the role of the government and the role of the political parties, and thus raise many issues for the government. Thus the link between education and the political system gets closer, deeper, and stronger. The above stated are the external relations of the sub-arrangement of education with

As a sub-system, it is closely connected to the society of which it is a part and also connected to other sub-systems in the society. A system of education reflects the goals of the larger society and this influences its organization. In modern industrial societies, education is closely connected to economic system. The economic system of industrial society needs literate and skilled labour, various professionals, and technically trained people in different fields, who in turn enable society to achieve higher levels of industrialization and modernization. The job of training these people is assigned to the system of education. It is considered to be a necessary investment to achieve a required level of development in society. Thus the system of education becomes closely related to the economic system. Education is also related to the system of stratification. In modern industrial society, education becomes a means to achieve social mobility. The diversities of occupations result in diversification of education, adding new criteria for status differentiation. Thus a new system of stratification develops, which takes into account the educational achievements of individuals in society. Therefore people become conscious of educational opportunities available to them. Moreover, it is important to recognize that the system of education has its internal hierarchy, firstly, of higher education, secondary education, and primary education, and secondly, of merit, such as first class, second class etc. 30 Education is also related to the political system. Modern democratic society demands literate citizens. In order to make the citizens literate, it becomes necessary to expand the system of education. Thus mass education develops, wherein the government has to support and control education and thus it gets linked with the political system. Literate citizens become conscious of the role of the government and the role of the political parties, and thus raise many issues for the government. Thus the link between education and political system gets closer, deeper, and stronger. The above mentioned are the external relations of the sub-system of education with

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19/214	SUBMITTED TEXT	119 WORDS	72% MATCHING TEXT	119 WORDS
	<p>psychology of education, administration of education, and the problems of teacher's training and of methods of teaching. Desai was first to consider education as a social wonder and embraced an experimental investigation of secondary school pupils in the city of Poona. Before he embraced this investigation, he endeavored to consider another arrangement of centralized education, presented for college students at Poona College since there was a discussion about the new system. However, it seems, he did not analyze the data which he collected when he was teaching at Deccan College in Poona. Desai said "I did not classify the data in Poona and I brought them with me to Baroda with a hope to work on them someday. But that day never came. That was the end</p>			<p>psychology of education, administration of education, and the problems of teacher's training and of methods of teaching. Desai was first to study education as a social phenomenon and undertook an empirical study of high school students in the city of Poona. Before he undertook this study, he attempted to study a new system of centralized education, introduced for undergraduate students in Poona University since there was a controversy about the new 31 system. However, it seems, he did not analyze the data which he collected when he was teaching at Deccan College in Poona. To quote him "I did not tabulate the data in Poona and I brought them with me to Baroda with a hope to work on them some day. But that day never came. That was the end</p>
	<p>W https://www.collegegetsm.in/wp-content/uploads/2020/04/sociology-of-education-4th-Sem.pdf</p>			

20/214	SUBMITTED TEXT	88 WORDS	62% MATCHING TEXT	88 WORDS
	<p>Desai outlined the connection between the stratification and educational frameworks in India The educational framework was diverse in (1) pre-English period, (2) the English time frame, and (3) the post-pioneer period. English education was introduced by the British, which had created a new status group in Indian society. Education was a means to acquire higher social status and thus English education became necessary for the higher status groups to maintain their status. Thus, Desai set up a connection between stratification and definition. Desai chose to concentrate just one of the three interrelated parts of</p>			<p>Desai illustrated the relationship between the educational and stratification systems in India The educational system was different in (1) pre-British period, (2) the British period, and (3) the post-colonial period. English education was introduced by the British, which had created a new status group in Indian society. Education was a means to acquire higher social status and thus English education became necessary for the higher status groups to maintain their status. Thus, Desai established a relationship between education and stratification. Desai decided to study only one of the three interrelated components of</p>
	<p>W https://www.collegegetsm.in/wp-content/uploads/2020/04/sociology-of-education-4th-Sem.pdf</p>			

21/214	SUBMITTED TEXT	66 WORDS	93% MATCHING TEXT	66 WORDS
	<p>In this study, he included all the Marathi speaking students studying in public-funded schools. The students of Convent schools were excluded. The population of this study included 10th and 11th standard students (i.e., last two years of high school leading to matriculation in those days) in 25 Marathi medium schools in Poona 20% of the population was chosen as the sample. A sum of 849 students (601 young men and 248</p>			<p>In this study, he included all the Marathi speaking students studying in public-fimded schools. The students of Convent schools were excluded. The population of this study included 10th and 11th standard students (i.e., last two years of high school leading to matriculation in those days) in 25 Marathi medium schools in Poona 20% of the population was chosen as the sample. A total of 849 students (601 boys and 248</p>
	<p>W https://www.collegegetsm.in/wp-content/uploads/2020/04/sociology-of-education-4th-Sem.pdf</p>			

22/214	SUBMITTED TEXT	32 WORDS	65% MATCHING TEXT	32 WORDS
	through a poll 8 conveyed to the students in the study hall. The students were asked to fill up the questionnaire in 40 to 45 minutes. Three sorts of inquiries were posed: (1) questions		through a distributed to the students in the classroom. The students were asked to fill up the questionnaire in 40 to 45 minutes. Three types of questions were asked: (1) questions	
	<p>W https://www.collegeism.in/wp-content/uploads/2020/04/sociology-of-education-4th-Sem.pdf</p>			

23/214	SUBMITTED TEXT	12 WORDS	100% MATCHING TEXT	12 WORDS
	the student's routine life outside. the school, and (3) questions regarding the		the student's routine life outside the school, and (3) questions regarding the	
	<p>W https://www.collegeism.in/wp-content/uploads/2020/04/sociology-of-education-4th-Sem.pdf</p>			

24/214	SUBMITTED TEXT	190 WORDS	99% MATCHING TEXT	190 WORDS
	student in the family. The following information was collected: (1) residential area of students, (2) caste background of students, (3) occupation, caste, and education of the heads of students' families, (4) ward-wise distribution of occupation, education, and caste, (5) ward-wise distribution of schools in Poona, (6) students attitudes towards their locality, (7) ownership of their house, (8) annual income of families, and (9) types of families, and their ward- wise distribution. The above-mentioned three aspects of the student community were found to be interrelated, and their interrelation was interpreted as suggesting a relationship between the student community and the sociographic structure of Poona. The geographical location of Poona had helped it to develop as a military base and a center of administration and the same factors contributed to its later development. The relation between caste, occupation, and residence was reflected in the distribution of caste and occupational groups in different localities in Poona. Poona was divided into 18 wards. Each ward was further divided into streets and lanes. The backward and intermediate castes predominated in the eastern parts of the city, whereas the advanced castes predominantly occupied the western parts. Within each ward, street-wise segregation of castes was observed. Thus different streets segregated castes from one another. 1.5		student in the family. The following information was collected: (1) residential area of students, (2) caste background of students, (3) occupation, caste, and education of the heads of students' families, (4) ward-wise distribution of occupation, education, and 34 caste, (5) ward-wise distribution of schools in Poona, (6) students attitudes towards their locality, (7) ownership of their house, (8) annual income of families, and (9) types of families, and their ward-wise distribution. The above-mentioned three aspects of the student community were found to be interrelated, and their interrelation was interpreted as suggesting a relationship between the student community and the sociographic structure of Poona. The geographical location of Poona had helped it to develop as a military base and a centre of administration and the same factors contributed to its later development. The relation between caste, occupation, and residence was reflected in the distribution of caste and occupational groups in different localities in Poona. Poona was divided into 18 wards. Each ward was further divided into streets and lanes. The backward and intermediate castes predominated in the eastern parts of the city, whereas the advanced castes predominantly occupied the western parts. Within each ward, a street-wise segregation of castes was observed. Thus different streets segregated castes from one another.	
	<p>W https://www.collegeism.in/wp-content/uploads/2020/04/sociology-of-education-4th-Sem.pdf</p>			

25/214	SUBMITTED TEXT	15 WORDS	100% MATCHING TEXT	15 WORDS
<p>The Indian constitution had identified three important areas of liberal philosophy and thought, namely: (1)</p>		<p>The Indian constitution had identified three important areas of liberal philosophy and thought, namely: (1)</p>		
<p>W https://www.collegetsm.in/wp-content/uploads/2020/04/sociology-of-education-4th-Sem.pdf</p>				
26/214	SUBMITTED TEXT	27 WORDS	92% MATCHING TEXT	27 WORDS
<p>parliamentary democracy, and (3) Rationality. It was a challenge before the educationist to see that the education structure and the ideas presented by the education system led to</p>		<p>parliamentary democracy, (2) rationality, and (3) equality. It was a challenge before the educationist to see that the education structure and the ideas presented by the education system led to</p>		
<p>W https://www.collegetsm.in/wp-content/uploads/2020/04/sociology-of-education-4th-Sem.pdf</p>				
27/214	SUBMITTED TEXT	247 WORDS	97% MATCHING TEXT	247 WORDS
<p>development of a liberal personality. The question could be asked whether the system of education had accepted liberal philosophy. Education was supposed to equip the younger generation with ideas, skills, and attitudes, which would help them to achieve a liberal society. It meant that education was expected to bring change in society. Therefore, in the second section of the all-India report, Gore, Desai and Suma Chitnis examined education as an instrument of social change. Through field studies, an attempt was made to examine education as an instrument of social change. Education is expected to perform two social functions: (1) to ensure continuity of tradition, and (2) to initiate change in society. These two functions seemed to be contradictory, but these two goals of education could go together as change does not involve a complete break with the immediate past. A policymaker uses education as an instrument of policy and decides what elements of the tradition he wants to continue and what elements he wants to change. The goal of change is specified in our constitution. According to it, the ideas of rationalism, secularism, and equality have to be communicated during the process of education. This can be done through textbooks or other reading materials provided to children in schools. These ideas can also find their expression in the practice and procedures used by the education system. Desai and others pointed out that in order to achieve the new goals, the teaching of science required to be strengthened at the school level, for which the schools 14 required resources such as good teachers, laboratories, etc. This could help</p>		<p>development of a liberal personality. The question could be asked whether the system of education had accepted liberal philosophy. Education was supposed to equip the younger generation with ideas, skills, and attitudes, which would help them to achieve a liberal society. It meant that education was expected to bring change in society. Therefore, in the second section of the all-India report, Gore, Desai and Suma Chitnis examined education as an instrument of social change. 57 Through field studies, an attempt was made to examine education as an instrument of social change. Education is expected to perform two social functions: (1) to ensure continuity of tradition, and (2) to initiate change in society. These two functions seemed to be contradictoiy, but these two goals of education could go together as change does not involve a complete break with the immediate past. A policy maker uses education as an instrument of policy and decides what elements of tradition he wants to continue and what elements he wants to change. The goal of change is specified in our constitution. According to it, the ideas of rationalism, secularism, and equality have to be communicated during the process of education. This can be done through textbooks or other reading materials provided to children in schools. These ideas can also find their expression in the practice and procedures used by the education system. Desai and others pointed out that in order to achieve the new goals, teaching of science required to be strengthened at the school level, for which the schools required resources such as good teachers, laboratories etc. This could help</p>		
<p>W https://www.collegetsm.in/wp-content/uploads/2020/04/sociology-of-education-4th-Sem.pdf</p>				

28/214	SUBMITTED TEXT	12 WORDS	100% MATCHING TEXT	12 WORDS
development of science and technology in the country. It also required		development of science and technology in the country. It also required		
<p>W https://www.collegetsm.in/wp-content/uploads/2020/04/sociology-of-education-4th-Sem.pdf</p>				

29/214	SUBMITTED TEXT	28 WORDS	100% MATCHING TEXT	28 WORDS
growth of scientific outlook, which consists of an inquiring mind, and willingness to learn from systematic observation without bias. To promote new values of secularism, democracy, and equality among students,		growth of scientific outlook, which consists of an inquiring mind, and willingness to learn from systematic observation without bias. To promote new values of secularism, democracy and equality among students,		
<p>W https://www.collegetsm.in/wp-content/uploads/2020/04/sociology-of-education-4th-Sem.pdf</p>				

30/214	SUBMITTED TEXT	31 WORDS	97% MATCHING TEXT	31 WORDS
scientific outlook had to be inculcated among students. The institution, secularism could be expressed in the attitudes of students and teachers towards the members of other religious groups. If secular attitudes were strengthened at		scientific outlook had to be inculcated among students. Within the educational institution, secularism could be expressed in the attitudes of students and teachers towards the members of other religious groups. If secular attitudes were strengthened at		
<p>W https://www.collegetsm.in/wp-content/uploads/2020/04/sociology-of-education-4th-Sem.pdf</p>				

31/214	SUBMITTED TEXT	82 WORDS	98% MATCHING TEXT	82 WORDS
school level, students were likely to develop similar attitudes. In schools, democratic values could be inculcated in students while participating in recreational and extra-mural activities. A practice of working through committees could also be introduced. Thereby they learn to express their own views and allow others to express their views. When decisions are taken by majority vote, they become binding on all. All these aspects of democratic functioning could be learned in schools. At the institutional level, teachers could be involved in all academic matters including matters concerning students.		school level, students were likely to develop similar attitudes. 58 In schools, democratic values could be inculcated in students while participating in recreational and extra-mural activities. A practice of working through committees could also be introduced. Thereby they learn to express their own views and allow others to express their views. When decisions are taken by majority vote, they become binding on all. All these aspects of democratic functioning could be learnt in schools. At the institutional level, teachers could be involved in all academic matters including matters concerning students.		
<p>W https://www.collegetsm.in/wp-content/uploads/2020/04/sociology-of-education-4th-Sem.pdf</p>				

32/214	SUBMITTED TEXT	51 WORDS	78% MATCHING TEXT	51 WORDS
	Some of the initial ideas on the meaning and approach of education have considered it as a process by which children gain moral values that are significant for amicable existence In society. Both Socrates and Plato upheld that it was morality alone that ensured happiness and a sense of fulfillment in life. They said		Some of the earliest ideas on the concept and meaning of education have treated it as a process by which children acquire moral values that are essential for harmonious existence in society. Both Socrates and Plato upheld that it was morality alone that ensured happiness and a sense of fulfillment in life. Moral existence, they said,	
	W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf			

33/214	SUBMITTED TEXT	30 WORDS	53% MATCHING TEXT	30 WORDS
	of philosophical excuses was indispensable to 'good life'. Moral reason enveloped all aspects of existence. As explained by Plato, since the source of the very being of everything is the supreme form,		of philosophical reason, therefore, was imperative to 'good life'. Moral reason enveloped all aspects of existence. Plato explained that since the source of intelligibility, nature and the very being of everything is the supreme form,	
	W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf			

34/214	SUBMITTED TEXT	29 WORDS	85% MATCHING TEXT	29 WORDS
	a philosopher craves to gain knowledge of it as the ultimate objective of life. Plato was persuaded of a pre-bodily life in the process of which the soul gets originally		a philosopher aspires to attain knowledge of it as the ultimate objective of life. Plato was persuaded of a pre-bodily life in the course of which the soul gets originally	
	W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf			

35/214	SUBMITTED TEXT	32 WORDS	78% MATCHING TEXT	32 WORDS
	supreme form, and by association, the all extensive moral reason. The task of the teacher in a classroom was to enable them to recollect all that they innately know or are aware of		supreme form, and by implication, the all-pervasive moral reason. The task of the teacher in a classroom was limited to reminding the children and enabling them to recollect all that they innately know or are aware of.	
	W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf			

36/214	SUBMITTED TEXT	28 WORDS	74% MATCHING TEXT	28 WORDS
	when abstract, disciplined thinking develops. Plato profoundly guarded the idea that education is essentially the training of character. He was sure that culture including music, architecture, 15 literature created an		When abstract, disciplined thinking develops, an individual is able to transcend mundane, empirical reality. Plato vehemently guarded the idea that education is essentially the training of character. He was sure that culture (including music, architecture, provided an	
	W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf			

37/214	SUBMITTED TEXT	15 WORDS	78% MATCHING TEXT	15 WORDS
<p>provided an appropriate learning environment to the child and. His concern was with the effect on</p>		<p>provided an appropriate learning environment to the child and created an indelible impact on their minds. His concern was with the effect on</p>		
<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>				

38/214	SUBMITTED TEXT	103 WORDS	54% MATCHING TEXT	103 WORDS
<p>of literature, and other forms of representation that lay at the gist of Athenian education and formed the primary channel for transportation of ideas and information. Plato disapproved of works of literature including Homer that failed to display respect and honor for gods, great people, and heroes who would always serve as role models that children could imitate. Henceforth, he never approved of the idea of young people execute cowardly or otherwise disgusting characters in dramas and plays. He assumed that such individuals would somehow acquire the character and nature of the character they were representing. Plato's safeguarding attitude towards cultural education in which the independence of children was laid down</p>		<p>of literature, dramas, and other forms of representation that lay at the core of Athenian education and formed the basic medium for transmission of information and ideas. He was critical of works of literature (including Homer) that failed to display respect and honour for gods, heroes, and great people who would otherwise serve as role models that children could emulate. Furthermore, he did not approve of the idea of young people enacting mean-spirited or otherwise contemptible characters in plays and drams. He felt that such people would somehow acquire the nature and character of the character they were portraying. Plato was severely criticized for his protective attitude towards cultural education in which the autonomy of children was laid down</p>		
<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>				

39/214	SUBMITTED TEXT	84 WORDS	47% MATCHING TEXT	84 WORDS
<p>In favor of totalitarian ideology. Plato's extensive, off-quoted work Republic, he segregated people in society into several categories based on their intellectual insight and development. The considerable categories were the military and auxiliaries, philosopher-kings, or the intellectual rulers and the workers who produced goods and services. People obtained education appropriate to the class to which they belonged which derived the tasks they were enforced to perform in the progress of their lives. He devised the curriculum in that the educational needs of people in the perfect state were met</p>		<p>in favour of totalitarian ideology. In his widely read, oft-quoted work, Republic, Plato divided people in society into different categories based on their intellectual development and acumen. The major classes were: the intellectual rulers or philosopher-kings; the auxiliaries and military defenders; and the workers who produced goods and services. Individuals received education appropriate to the category to they belonged which determined the tasks they were required to perform in the course of their lives. He devised the curriculum in that the educational needs of people in the ideal state were met</p>		
<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>				

40/214	SUBMITTED TEXT	74 WORDS	100% MATCHING TEXT	74 WORDS
<p>Lastly, our constitution has accepted equality of opportunity to all individuals in society. The Government had made efforts to promote education among women, but it needed to improve such opportunities for socially disadvantaged groups also. We accepted a liberal democratic framework and new social values for the education system, but Desai and others asked: how far were they reflected in educational institutions? The field studies in eight states were undertaken to answer this question. Its main goal was to describe</p>		<p>Lastly, our constitution has accepted equality of opportunity to all individuals in society. The Government had made efforts to promote education among women, but it needed to improve such opportunities for socially disadvantaged groups also. We accepted a liberal democratic framework and new social values for the education system, but Desai and others asked: how far were they reflected in educational institutions? The field studies in eight states were undertaken to answer this question. Its main goal was to describe</p>		
<p>W https://www.collegeism.in/wp-content/uploads/2020/04/sociology-of-education-4th-Sem.pdf</p>				
41/214	SUBMITTED TEXT	35 WORDS	95% MATCHING TEXT	35 WORDS
<p>social values and social background of the participants in the education system, namely students, teachers, and parents. Social values included: (1) secularism, (2) activist approach to life, (3) optimism, (4) achievement orientation, and (5) acceptance of citizenship. 16 1.7 Structuralism The</p>		<p>social values and social background of the participants in the education system, namely students, teachers and parents. Social values included: (1) secularism, (2) activist approach to life, (3) optimism, (4) achievement orientation, and (5) acceptance of citizenship. The</p>		
<p>W https://www.collegeism.in/wp-content/uploads/2020/04/sociology-of-education-4th-Sem.pdf</p>				
42/214	SUBMITTED TEXT	32 WORDS	62% MATCHING TEXT	32 WORDS
<p>The word 'education' is obtained from the Latin word-Educare which means, 'to bring up', 'to lead out', and 'to develop'. 18 • The scope of education got bounded to the development of</p>		<p>The term 'education' is derived from the Latin word, educare which means, 'to bring up', 'to lead out', and 'to develop'. the simplest sense, therefore, education refers to the process of</p>		
<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>				
43/214	SUBMITTED TEXT	13 WORDS	89% MATCHING TEXT	13 WORDS
<p>of distinct qualities and attributes through explicit instructions or through implicit inhibition as part</p>		<p>of distinct qualities and traits through explicit instructions or through implicit inhibition as part-</p>		
<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>				
44/214	SUBMITTED TEXT	21 WORDS	100% MATCHING TEXT	21 WORDS
<p>The Indian constitution had identified three important areas of liberal philosophy and thought, namely: (1) parliamentary democracy, (2) rationality, and (3) equality. •</p>		<p>The Indian constitution had identified three important areas of liberal philosophy and thought, namely: (1) parliamentary democracy, (2) rationality, and (3) equality.</p>		
<p>W https://www.collegeism.in/wp-content/uploads/2020/04/sociology-of-education-4th-Sem.pdf</p>				

45/214	SUBMITTED TEXT	71 WORDS	93% MATCHING TEXT	71 WORDS
	Education is expected to perform two social functions: (1) to ensure continuity of tradition, and (2) to initiate change in society. These two functions seemed to be contradictory, but these two goals of education could go together as change does not involve a complete break with the immediate past. • A policymaker uses education as an instrument of policy and decides what elements of the tradition he wants to continue and what elements he wants to change. •		Education is expected to perform two social functions: (1) to ensure continuity of tradition, and (2) to initiate change in society. These two functions seemed to be contradictory, but these two goals of education could go together as change does not involve a complete break with the immediate past. A policy maker uses education as an instrument of policy and decides what elements of tradition he wants to continue and what elements he wants to change.	
	<p>W https://www.collegeism.in/wp-content/uploads/2020/04/sociology-of-education-4th-Sem.pdf</p>			

46/214	SUBMITTED TEXT	34 WORDS	100% MATCHING TEXT	34 WORDS
	Lastly, our constitution has accepted equality of opportunity to all individuals in society. The Government had made efforts to promote education among women, but it needed to improve such opportunities for socially disadvantaged groups also. 19 1.9		Lastly, our constitution has accepted equality of opportunity to all individuals in society. The Government had made efforts to promote education among women, but it needed to improve such opportunities for socially disadvantaged groups also.	
	<p>W https://www.collegeism.in/wp-content/uploads/2020/04/sociology-of-education-4th-Sem.pdf</p>			

47/214	SUBMITTED TEXT	20 WORDS	85% MATCHING TEXT	20 WORDS
	The word 'education' is obtained from the Latin word- Educare which means, 'to bring up', 'to lead out', and 'to develop'.		The term 'education' is derived from the Latin word, educare which means, 'to bring up', 'to lead out', and 'to develop'.	
	<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>			

48/214	SUBMITTED TEXT	102 WORDS	86% MATCHING TEXT	102 WORDS
	educational system can also be 7 analyzed as a system by itself. Analysis of this system involves the study of its following internal aspects: (1) study of the goals of the system of education, (2) study of the internal organization of the system of education, and (3) study of the patterns of interaction among the various segments of the system of education. With this general idea about the relationship between education and society, we shall discuss the importance of Desai's contribution to the sociology of education in India. Before Desai started his investigations on education, the investigation of education in India was concerned predominantly with topics like theory of education,		Educational system can also be analyzed as a system by itself. Analysis of this system involves the study of its following internal aspects: (1) study of the goals of the system of education, (2) study of the internal organization of the system of education, and (3) study of the patterns of interaction among the various segments of the system of education. With this general idea about the relationship between education and society, I shall discuss the importance of Desai's contribution to sociology of education in India. Before Desai began his studies on education, the study of education in India was concerned mainly with topics such as philosophy of education,	
	<p>W https://www.collegeism.in/wp-content/uploads/2020/04/sociology-of-education-4th-Sem.pdf</p>			

49/214	SUBMITTED TEXT	12 WORDS	100% MATCHING TEXT	12 WORDS
<p>Children learn about the group's history, wars, victories, and defeats, and heroes,</p> <p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>		<p>children learn about the group's history, wars, victories and defeats and heroes.</p>		
50/214	SUBMITTED TEXT	14 WORDS	100% MATCHING TEXT	14 WORDS
<p>Among indigenous people who were not exposed to the formal system of education in schools,</p> <p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>		<p>among indigenous people who were not exposed to the formal system of education in schools.</p>		
51/214	SUBMITTED TEXT	10 WORDS	100% MATCHING TEXT	10 WORDS
<p>these were the non-formal ways of preparation for adulthood.</p> <p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>		<p>These were the non-formal ways of preparation for adulthood (</p>		
52/214	SUBMITTED TEXT	21 WORDS	100% MATCHING TEXT	21 WORDS
<p>Many sociologists believe that they were in no way 'less refined' or inferior to those who pass through the formal education system.</p> <p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>		<p>Many sociologists believe that they were in no way 'less refined' or inferior to those who pass through the formal education system.</p>		
53/214	SUBMITTED TEXT	49 WORDS	85% MATCHING TEXT	49 WORDS
<p>The indigenous people or tribal communities also develop skills for survival and a way of transmitting the language, skills, knowledge, beliefs, and values to their children which prepares them for adult roles. Those who survive by gathering and hunting educate their boys to make weapons and their girls to gather food from</p> <p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>		<p>The indigenous people or tribal communities also develop skills for survival and a way of transmitting the language, skills, knowledge, beliefs and values to their children which prepares them for adult roles. Those who subsist by hunting and gathering teach their boys to make weapons and their girls to collect food from</p>		
54/214	SUBMITTED TEXT	23 WORDS	41% MATCHING TEXT	23 WORDS
<p>those who survive by harvesting teach their children to harvest the grain, transplant, and prepare the earth. These activities are interrelated with the entire</p> <p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>		<p>those who subsist by cultivating teach their children to prepare the earth, sow, transplant and harvest the grain. These are not isolated activities rather they are interrelated with the entire</p>		

55/214	SUBMITTED TEXT	36 WORDS	58% MATCHING TEXT	36 WORDS
<p>these are not stranded activities instead they are associated with the entire way of life arts, beliefs, arts, morals, and customs of the community. The conveyance of 22 cultural wisdom and information takes place through oral tradition</p>		<p>These are not isolated activities rather they are interrelated with the entire way of life - knowledge, beliefs, arts, morals and customs of the community. In the absence of written texts and schooling the of information and cultural wisdom takes place through oral tradition.</p>		
<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>				
56/214	SUBMITTED TEXT	29 WORDS	100% MATCHING TEXT	29 WORDS
<p>These were the non-formal ways of preparation for adulthood (as a useful member of society) among indigenous people who were not exposed to the formal system of education in schools.</p>		<p>These were the non-formal ways of preparation for adulthood (as a useful member of society) among indigenous people who were not exposed to the formal system of education in schools.</p>		
<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>				
57/214	SUBMITTED TEXT	25 WORDS	67% MATCHING TEXT	25 WORDS
<p>to those who pass through the formal education system. 2.2.1 Education in Ancient Greece It is significant to comprehend how and what kind of knowledge was transmitted</p>		<p>to those who pass through the formal education system. a) Education in Ancient Greece Ancient Greece is treated as the epicenter of western culture. It is important to understand how and what kind of knowledge was transmitted</p>		
<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>				
58/214	SUBMITTED TEXT	13 WORDS	100% MATCHING TEXT	13 WORDS
<p>explain Greeks origin, portray their struggles, and provide a model for the future.</p>		<p>explain Greeks' origin, portray their struggles and provide a model for the future.</p>		
<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>				
59/214	SUBMITTED TEXT	50 WORDS	91% MATCHING TEXT	50 WORDS
<p>Children who study the behavior of the epic heroes learn (i) the characteristics and qualities that make life worth living; (ii) the behaviors expected of warrior-knights, and (iii) the flaws or weaknesses in human character that brought harm to oneself and one's friends (Ornstein and Levine 1987: 84). Greeks laid greater emphasis on</p>		<p>Children who study the behaviour of the epic heroes learn (i) the characteristics and qualities that make life worth living; (ii) the behaviours expected of warrior-knights, and (iii) the flows or weaknesses in human character that brought harm to oneself and one's friends (Ornstein and Levine 1987: 84). Greeks laid greater emphasis on</p>		
<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>				

60/214	SUBMITTED TEXT	34 WORDS	100%	MATCHING TEXT	34 WORDS
<p>Education in Ancient Rome In ancient Rome, education was aimed at raising politicians and able administrators. It was reserved for those who could afford to pay for it and had the time to attend school. Children</p>		<p>Education in ancient Rome - In ancient Rome education was aimed at raising politicians and able administrators. It was reserved for those who could afford to pay for it and had the time to attend school. Children</p>			
<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>					

61/214	SUBMITTED TEXT	48 WORDS	85%	MATCHING TEXT	48 WORDS
<p>could not attend school. Most of the children of slaves were trained to perform certain tasks. They were denied an education. Girls of upper classes learned to read and write at home while the boys attended primary schools, later secondary schools in which they learn Latin and Greek Grammar. The</p>		<p>could not attend school; rather they were taken as workers. Most of the children of slaves were trained to perform certain tasks. They were denied education. Girls of upper classes learnt to read and write at home while the boys attended primary schools, later secondary schools in which they learnt Latin and Greek Grammar. The</p>			
<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>					

62/214	SUBMITTED TEXT	14 WORDS	89%	MATCHING TEXT	14 WORDS
<p>the educational ideal in Rome. An orator was a well-educated man in public life</p>		<p>The educational ideal in Rome was the orator. An orator was a well-educated man in public life.</p>			
<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>					

63/214	SUBMITTED TEXT	25 WORDS	84%	MATCHING TEXT	25 WORDS
<p>he could be a politician, lawyer, teacher senator, civil servant. A good orator was one who won debates and arguments in a forum. Cicero (106-143 BC)</p>		<p>He could be a senator, lawyer, teacher, civil servant or politician. A good orator was one who won debates and arguments in a forum. Cicero (106-143 BC)</p>			
<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>					

64/214	SUBMITTED TEXT	17 WORDS	69%	MATCHING TEXT	17 WORDS
<p>the Orator should have command over psychology, ethics, history, astronomy, law, geography, medicine, military science, natural science, and</p>		<p>the Orator) should have command over astronomy, ethics, geography, history, law, medicine, military science, natural science, philosophy and</p>			
<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>					

65/214	SUBMITTED TEXT	26 WORDS	48% MATCHING TEXT	26 WORDS
<p>engaging with the emotions of the audience. 2.2.3 Education in the Middle Ages European education was transmitted in institutions that identified with the church monastic schools, chantry, and</p>		<p>engaging with the emotions of the audience, and influencing public affairs. c) Education in Middle Ages In the middle ages or the medieval period, European education was imparted in 10 institutions associated with the church - the elementary parish, chantry, and</p>		
<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>				

66/214	SUBMITTED TEXT	24 WORDS	54% MATCHING TEXT	24 WORDS
<p>The knights received training in military affairs and in the chivalric code of behavior in palaces. Nevertheless, the general studies curriculum at the secondary level</p>		<p>The knights received training in military affairs and in chivalric code of behaviour in palaces. Monastic and cathedral schools, however, followed the general studies curriculum at the secondary level.</p>		
<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>				

67/214	SUBMITTED TEXT	39 WORDS	96% MATCHING TEXT	39 WORDS
<p>basic education together with training for a trade. These were maintained not by the church but by merchants and craft guilds. Most of the learners in schools were those who planned to embark on religious life as priests, monks, or clerics.</p>		<p>basic education along with training for a trade. These were maintained not by the church but by merchants and craft guilds. Most of the learners in schools were those who planned to embark on religious life as priests, monks or clerics.</p>		
<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>				

68/214	SUBMITTED TEXT	26 WORDS	64% MATCHING TEXT	26 WORDS
<p>the serfs limited their activities to the estate of feudal lords. The scholastic tradition emphasizing teaching, the spirit of inquiry, and scholarship and teaching was set in</p>		<p>The serfs confined their activities to the estate of feudal lords as agricultural workers. By the eleventh century, the scholastic tradition emphasizing the spirit of inquiry, scholarship and teaching set in.</p>		
<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>				

69/214	SUBMITTED TEXT	56 WORDS	80% MATCHING TEXT	56 WORDS
<p>Faith and reason were identified as complementary sources of truth. In effect, the teaching clerics, better known as scholastics, believed that God's words were revealed in the sacred scriptures and in the writings of church fathers. The significance of Human reason was also accepted by them. Disciplines of logic, mathematics, moral philosophy, metaphysics theology were taught as part of higher education</p>		<p>Faith and reason were identified as complementary sources of truth. In effect, the teaching clerics, better known as scholastics, believed that God's words were revealed in the sacred scriptures and in the writings of church fathers. They also accepted the importance of human reason. In scholastic schools, the disciplines of logic, mathematics, natural and moral philosophy, metaphysics and theology were taught as part of higher education.</p>		
<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>				

70/214	SUBMITTED TEXT	25 WORDS	98% MATCHING TEXT	25 WORDS
	Over a period of time, the number of students enrolled in cathedral schools exceeded their capacity. As a result, universities were established to impart higher education.		Over a period of time the number of students enrolled in cathedral schools far exceeded their capacity. As a result, universities were established to impart higher education.	
	<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>			

71/214	SUBMITTED TEXT	89 WORDS	85% MATCHING TEXT	89 WORDS
	since the basic component of knowledge was believed to be the authority of the scriptures, medieval. Nevertheless, there was the development of a high level of scholarship in secular disciplines too. The universities set up professional schools of law, medicine along with theology. These were in addition to the liberal arts. There is no denying that education in the middle ages was formal, organized, and institutionalized to a large extent. 2.2.4 Education in the Renaissance period In the Renaissance period, the scholastic model was challenged. The cleric was no longer regarded as representing an educated person		Since the basic constituent of knowledge was believed to be the authority of the scriptures, medieval universities emerged as centers of theology. A high level of scholarship, however, developed in secular disciplines too. The universities set up professional schools of law, medicine along with theology. These were in addition to the liberal arts. There is no denying that education in the Middle Ages was formal, organized and institutionalized to a large extent. d) Education in the Renaissance period In the Renaissance period, the scholastic model was challenged. The cleric who was trained in scholastic logic was no longer regarded as representing an educated person.	
	<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>			

72/214	SUBMITTED TEXT	35 WORDS	52% MATCHING TEXT	35 WORDS
	to develop the all-round personality of an individual rather than merely teaching the shades of logic. In Italy, the rejuvenation of commerce generated a financial surplus that was directed towards extending support to the architecture, literature, and		to develop the all- round personality of an individual. It was in Italy that the effect of the Renaissance was most clearly marked because here the revival of commerce generated a financial surplus that was directed towards extending support to the arts, literature, and	
	<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>			

73/214	SUBMITTED TEXT	12 WORDS	87% MATCHING TEXT	12 WORDS
	the aristocracy of the country established their identity as custodians of knowledge. 2.2.5		The elite of the country established their identity as custodians of knowledge,	
	<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>			

74/214	SUBMITTED TEXT	13 WORDS	84% MATCHING TEXT	13 WORDS
	to devise 'natural laws' that established the idea that all natural processes follow		to formulate 'natural laws' that established the idea that all the natural processes follow	
	<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>			

75/214	SUBMITTED TEXT	68 WORDS	85% MATCHING TEXT	68 WORDS
	<p>The Enlightenment period specifically for improving their lives and solving their problems. Against this backdrop, school education was designed to develop reasoning ability in students. The major challenge before teachers in schools was to cultivate the spirit to raise questions among students and the willingness to apply scientific and empirical methods of inquiry in understanding social reality. Enlightenment marked the Formation of an education system based on intellectual Reasoning, individualism, and equality, Education in India</p>		<p>The Enlightenment period encouraged rationality among people particularly for improving their lives and solving their problems. Against this backdrop, school education was designed to develop reasoning ability in students. The major challenge before teachers in schools was to cultivate the spirit to raise questions among students and the willingness to apply scientific and empirical methods of inquiry in understanding social reality. Enlightenment marked the creation of an education system based on equality, individualism and intellectual reasoning. 1.8 CULTURAL DIMENSION OF EDUCATION IN INDIA</p>	
	<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>			

76/214	SUBMITTED TEXT	63 WORDS	91% MATCHING TEXT	63 WORDS
	<p>In rural areas, the people would contribute in whatever way they could towards the construction of the school building and meeting the needs of the teacher. It was only thereafter, that the government officials exercised command over these institutions to an extent that the people sensed estranged. While the villagers were asked to make contributions and take care of the infrastructure, the school belonged to the government.</p>		<p>In rural areas, the people would contribute in whatever way they could towards the construction of the school building and meeting the needs of the teacher. It was only later that the government officials exercised control over these institutions to an extent that the people felt alienated. While the villagers were asked to make contributions and take care of the infrastructure, the school belonged to the government.</p>	
	<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>			

77/214	SUBMITTED TEXT	126 WORDS	80% MATCHING TEXT	126 WORDS
	<p>sacredness of all things, which is the antithesis of the Western distribution of life into the solemn and the obscene; (iii) religious indulgence based on the alertness that all principles are recipe laid upon the Infinite by limitations of the finite human intellect; (iv) etiquette civilization conceived as the product of civil people; (v) relationship between teacher and pupil implied by the terms guru and chela, respectively, in 25 memorizing great literature the epics as embodying the ideals of character, learning as a privilege never to be used merely as a means to economic prosperity; (vi) altruism and recognition of the unification of all life; and (vii) command not hardly of action but also of attention. The quality of education lies in realizing one's potential and developing it as a combined aspect of growing up</p>		<p>sacredness of all things, which is the antithesis of the Western division of life into the sacred and the profane; (iii) religious toleration based on the awareness that all dogmas are formulae imposed upon the Infinite by limitations of the finite human intellect; (iv) etiquette ? civilization conceived as the product of civil people; (v) relationship between teacher and pupil implied by the terms guru and chela, respectively, in memorizing great literature - the epics as embodying the ideals of character, learning 12 as a privilege never to be used merely as a means to economic prosperity; (vi) altruism and recognition of the unity of all life; and (vii) control not merely of action but also of thought. In the traditional sense, the essence of education lay in realizing one's potential and developing it as an integrated aspect of growing up.</p>	
	<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>			

78/214	SUBMITTED TEXT	21 WORDS	52% MATCHING TEXT	21 WORDS
<p>the Sociological Perspective on Education- Functionalist View The sociological outlook on education targets both, the interrelationship between education and different aspects of society</p>		<p>The sociological perspective on education focuses on both, the process of education and the interrelationship between education and different aspects of society.</p>		
<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>				

79/214	SUBMITTED TEXT	68 WORDS	73% MATCHING TEXT	68 WORDS
<p>sociology of education were laid in the writings of Plato and others (about some of whom we have read in earlier sections) who focused on the role of education in laying the foundation of social order and supporting the state. Nevertheless, Sociology of education was engraved as a specially designed area of inquiry. It was later, the French Sociologist- Emile Durkheim stressed the requirement for a sociological approach to the study of education.</p>		<p>sociology of education were laid in the writings of Plato and others (about some of whom we have read in earlier sections) who focused on the role of education in laying the foundation of social order and supporting the state. Sociology of education was, however, carved as a specialized domain of enquiry much later. Emile Durkheim, the French Sociologist, stresses the need for a sociological approach to the study of education.</p>		
<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>				

80/214	SUBMITTED TEXT	46 WORDS	93% MATCHING TEXT	46 WORDS
<p>with the community and the school at large. The complexity of demands imposed by industrialization confounded the problem. The major questions before them were regarding (i) effective means by which immigrants could be blended with the community; (ii) nature, scope and design of education for rural children who were being</p>		<p>with the school and the community at large. The complexity of demands imposed by industrialization confounded the problem. The major questions before them were regarding (i) effective means by which immigrants could be blended with the community; (ii) nature, scope and design of education for rural children who were being</p>		
<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>				

81/214	SUBMITTED TEXT	210 WORDS	88% MATCHING TEXT	210 WORDS
	<p>the formal way of education for the first time; and (iii) impact of religious affiliations, ethnic identities, languages, and on patterns of learning behavior. In order to address these issues, it was necessary to gauge the social 33 problems of education, to understand the linkage between social factors and education. The result was the coming together of sociologists and educationists and the consequent emergence of 'educational sociology'. The scope of educational sociology was defined in terms of providing the basis for determining the objectives of education; place of education in society; and the interplay between school and the community. Over the years educational sociology failed to keep the interests of both educationists and sociologists alive and gave way to what is now referred to as 'sociology of education'. Sociology of education surfaced as a legitimate field of inquiry due to the interest of sociologists in the process of education. More and more sociologists endorse the contribution of education in society. In the words of Mannheim "Sociologists do not consider education merely as a way of understanding abstract ideals of culture, such as technical or humanism specialization, but as a component of the process of influencing men and women. Education can only be understood when we know for what and for what social position the pupils are being educated". The sociological perspective on education establishes the importance of</p>		<p>the formal means of education for the first time; and (iii) influence of languages, ethnic identities and religious affiliations on patterns of learning behaviour. In order to address these issues, it was necessary to gauge the social problems of education, to understand the linkage between social factors and education. The result was the coming together of sociologists and educationists and the consequent emergence of 'educational sociology'. The scope of educational sociology was defined in terms of providing the basis for determining the, objectives of education; place of education in society; and interplay between school and the community. Over the years educational sociology failed to keep the interests of both educationists and sociologists alive and gave way to what is now referred to as 'sociology of education'. Sociology of education surfaced as a legitimate field of enquiry due to the interest of sociologists in the process of education. More and more sociologists endorse the contribution of education in society. In the words of Mannheim (1940: 271), "Sociologists do not regard education solely as a means of realizing abstract ideals of culture, such as humanism or technical specialization, but as part of the process of influencing men and women. Education can only be understood when we know for what and for what social position the pupils are being educated". The sociological perspective on education establishes the importance of</p>	
	<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>			

82/214	SUBMITTED TEXT	44 WORDS	96% MATCHING TEXT	44 WORDS
	<p>social and cultural context of education. While Durkheim focuses on the role of education in the preservation of society and culture (which happens through the transmission of values, knowledge, beliefs, and skills of culture through the family, kinship group and school), Dewey distinguishes between the growth of</p>		<p>social and cultural context of education. While Durkheim focuses on the role of education in the preservation of society and culture (which happens though the transmission of values, knowledge, beliefs and skills of culture through the family, kinship group and school), Dewey distinguishes between the growth of</p>	
	<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>			

83/214	SUBMITTED TEXT	13 WORDS	100% MATCHING TEXT	13 WORDS
	<p>natural growth of an individual. We need to understand that the goals, values</p>		<p>natural growth of an individual. We need to understand that the goals, values</p>	
	<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>			

84/214	SUBMITTED TEXT	90 WORDS	63% MATCHING TEXT	90 WORDS
	and skills identified as critical by the social order are transmitted through the process of education. Presently, as social order itself alters, these undergo change. It is for this reason that education is spoken of as a dynamic process. From the vantage point of the aims of education, the dynamic character of education may be explained from a historical perspective. The education system in Rome and Greece was framed in such a way that children learned to supplement themselves to the entity. As explained by Durkheim this aspect more apparently in the following words, "In Athens,		and skills identified as critical by the social order 14 are transmitted through the process of education. Now, these undergo change as social order itself transforms. It is for this reason that education is spoken of as a dynamic process (see Shukla and Kumar 1985). From the vantage point of the aims of education, the dynamic character of education may be explained from a historical perspective. The education system in Greece and Rome was designed in a way that children learnt to subordinate themselves to the collectivity. Durkheim (orig.1956, 1985:11) explains this aspect more clearly in the following words, "In Athens,	
	<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>			

85/214	SUBMITTED TEXT	74 WORDS	98% MATCHING TEXT	74 WORDS
	beauty and the joys of speculation; in Rome, they wanted above all for children to become men of action, devoted to military glory, indifferent to letters and the arts. In the Middle Ages, education was above all Christian; in the Renaissance, It assumed a more literary and lay character; today science tends to assume the place in education 34 formerly occupied by the arts". The individual identity was merged with the society. Over a period of time, there was		beauty and the joys of speculation; in Rome, they wanted above all for children to become men of action, devoted to military glory, indifferent to letters and the arts. In the Middle Ages, education was above all Christian; in the Renaissance, it assumes a more literary and lay character; today science tends to assume the place in formerly occupied by the arts". The individual identity was merged with the society. Over a period of time there was	
	<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>			

86/214	SUBMITTED TEXT	68 WORDS	88% MATCHING TEXT	68 WORDS
	transformation in the aims of education noticeable in the shift of emphasis from an individual's subordination to autonomy. In the present day, the education system seeks to develop autonomy and self- identity in an individual's personality. Sociologically, the dimensions of education that have particular salience in society are, the role education plays in the maintenance (or throwing a challenge to) of social order, power structures and social control on the one hand, and		transformation in the aims of education noticeable in the shift of emphasis from individual's subordination to autonomy. In the present day, the education system seeks to develop autonomy and self-identity in an individual's personality. Sociologically, the dimensions of education that have a particular salience in society are, the role education plays in the maintenance (or throwing a challenge to) of social order, social control and power structures on the one hand, and	
	<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>			

87/214	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
	of learning, and other aspects. Another aspect is the school-community matrix.		of learning and other aspects. Another aspect is the school-community matrix.	
	<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>			

88/214	SUBMITTED TEXT	22 WORDS	78% MATCHING TEXT	22 WORDS
	Education formerly occupied by the arts". The identity of a person was merged with the society. Over a period of time, there was		education formerly occupied by the arts". The individual identity was merged with the society. Over a period of time there was	
	<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>			

89/214	SUBMITTED TEXT	67 WORDS	97% MATCHING TEXT	67 WORDS
	transformation in the aims of education noticeable in the shift of emphasis from an individual's subordination to autonomy. In the present day, the education system seeks to develop autonomy and self-identity in an individual's Personality. Sociologically, the dimensions of education that have particular salience in society are, the role education plays in the maintenance (or throwing a challenge to) of social order, social control and power structures on the one hand, and		transformation in the aims of education noticeable in the shift of emphasis from individual's subordination to autonomy. In the present day, the education system seeks to develop autonomy and self-identity in an individual's personality. Sociologically, the dimensions of education that have a particular salience in society are, the role education plays in the maintenance (or throwing a challenge to) of social order, social control and power structures on the one hand, and	
	<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>			

90/214	SUBMITTED TEXT	20 WORDS	71% MATCHING TEXT	20 WORDS
	educational curriculum, the medium of instruction, and the role of the school in society is a crucial issue before sociologists. Interestingly,		educational curriculum, medium of instruction, and the role of the school in society are the crucial issues before sociologists. Interestingly,	
	<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>			

91/214	SUBMITTED TEXT	39 WORDS	86% MATCHING TEXT	39 WORDS
	the role of the school in society. In fact, sociologists are questioning the basic premise that education is the sole factor that leads to social and human development. Alternatively, does it lead to social and human development at all? 2.6 Summary This Unit		the role of the school in society is being re-examined by sociologists. In fact, the sociologists are questioning the basic premise that education is the sole factor that leads to social and human development. Alternatively, does it lead to social and human development at all? 1.10 CONCLUSION In this Unit	
	<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>			

92/214	SUBMITTED TEXT	12 WORDS	100% MATCHING TEXT	12 WORDS
	Children learn about the group's history, wars, victories, and defeats, and heroes,		children learn about the group's history, wars, victories and defeats and heroes.	
	<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>			

93/214	SUBMITTED TEXT	16 WORDS	100% MATCHING TEXT	16 WORDS
<p>Among indigenous people who were not exposed to the formal system of 35 education in schools,</p> <p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>		<p>among indigenous people who were not exposed to the formal system of education in schools.</p>		
94/214	SUBMITTED TEXT	9 WORDS	100% MATCHING TEXT	9 WORDS
<p>these were the non-formal ways of preparation for adulthood. ●</p> <p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>		<p>These were the non-formal ways of preparation for adulthood (</p>		
95/214	SUBMITTED TEXT	20 WORDS	62% MATCHING TEXT	20 WORDS
<p>Those who survive by gathering and hunting educate their boys to make weapons and their girls to gather food from</p> <p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>		<p>Those who subsist by hunting and gathering teach their boys to make weapons and their girls to collect food from</p>		
96/214	SUBMITTED TEXT	52 WORDS	88% MATCHING TEXT	52 WORDS
<p>the elders. ● Children who study the behavior of the epic heroes learn (i) the characteristics and qualities that make life worth living; (ii) the behaviors expected of warrior-knights, and (iii) the flaws or weaknesses in human character that brought harm to oneself and one's friends (Ornstein and Levine 1987: 84). Greeks laid greater emphasis on</p> <p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>		<p>the future. Children who study the behaviour of the epic heroes learn (i) the characteristics and qualities that make life worth living; (ii) the behaviours expected of warrior-knights, and (iii) the flows or weaknesses in human character that brought harm to oneself and one's friends (Ornstein and Levine 1987: 84). Greeks laid greater emphasis on</p>		
97/214	SUBMITTED TEXT	30 WORDS	100% MATCHING TEXT	30 WORDS
<p>In ancient Rome, education was aimed at raising politicians and able administrators. It was reserved for those who could afford to pay for it and had the time to attend school. ●</p> <p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>		<p>In ancient Rome education was aimed at raising politicians and able administrators. It was reserved for those who could afford to pay for it and had the time to attend school.</p>		

98/214	SUBMITTED TEXT	20 WORDS	85% MATCHING TEXT	20 WORDS
<p>In the Renaissance period, the scholastic model was challenged. The cleric was no longer regarded as representing an educated person</p>		<p>In the Renaissance period, the scholastic model was challenged. The cleric who was trained in scholastic logic was no longer regarded as representing an educated person.</p>		
<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>				
99/214	SUBMITTED TEXT	13 WORDS	84% MATCHING TEXT	13 WORDS
<p>to devise 'natural laws' that established the idea that all natural processes follow</p>		<p>to formulate 'natural laws' that established the idea that all the natural processes follow</p>		
<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>				
100/214	SUBMITTED TEXT	16 WORDS	62% MATCHING TEXT	16 WORDS
<p>The sociological outlook on education targets both, the interrelationship between education and different aspects of society</p>		<p>The sociological perspective on education focuses on both, the process of education and the interrelationship between education and different aspects of society.</p>		
<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>				
101/214	SUBMITTED TEXT	27 WORDS	100% MATCHING TEXT	27 WORDS
<p>Education can only be understood when we know for what and for what social position the pupils are being educated".The sociological perspective on education establishes the importance of</p>		<p>Education can only be understood when we know for what and for what social position the pupils are being educated". The sociological perspective on education establishes the importance of</p>		
<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>				
102/214	SUBMITTED TEXT	33 WORDS	96% MATCHING TEXT	33 WORDS
<p>transformation in the aims of education noticeable in the shift of emphasis from an individual's subordination to autonomy. In the present day, the education system seeks to develop autonomy and self-identity in an individual's Personality 2.7</p>		<p>transformation in the aims of education noticeable in the shift of emphasis from individual's subordination to autonomy. In the present day, the education system seeks to develop autonomy and self-identity in an individual's personality.</p>		
<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>				
103/214	SUBMITTED TEXT	17 WORDS	80% MATCHING TEXT	17 WORDS
<p>Introduction In any society, in order to socialize the individual, and to transmit its culture to the young,</p>		<p>INTRODUCTION In any society, there is an in-built mechanism to socialize the individual and to transmit its culture to the young.</p>		
<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>				

104/214	SUBMITTED TEXT	29 WORDS	43% MATCHING TEXT	29 WORDS
<p>state, directions for the young become frequently modified, complex and firmly connected with other features of the society, this calls for the learning processes which are accomplished by establishing a formal</p>		<p>state, instruction for the young becomes increasingly differentiated, complex and closely connected with other features of the society (Clark 1968). The resulting demands of the learning process are fulfilled by establishing a formal</p>		
<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>				

105/214	SUBMITTED TEXT	13 WORDS	84% MATCHING TEXT	13 WORDS
<p>to the development of theories in order to understand how the world works.</p>		<p>to the development of theories in trying to understand how the entire world works.</p>		
<p>W https://pdfslide.net/documents/hbef1103-educational-sociology-and-philosophy-1.html</p>				

106/214	SUBMITTED TEXT	37 WORDS	69% MATCHING TEXT	37 WORDS
<p>We will understand the significant theoretical approaches towards the understanding of the sociology of education in this unit. It deals with education as a field of study and provides a wide overview of methods and researches used by sociologists.</p>		<p>we will discuss the major theoretical approaches towards the understanding of the sociology of education. The Unit deals with education as a field of study and provides a broad overview of research and methods used by sociologists.</p>		
<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>				

107/214	SUBMITTED TEXT	10 WORDS	100% MATCHING TEXT	10 WORDS
<p>theoretical approaches towards the understanding of the Sociology of Education. The</p>		<p>theoretical approaches towards the understanding of the sociology of education. The</p>		
<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>				

108/214	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
<p>we will explore the approaches of two functionalists, Durkheim and Parsons.</p>		<p>we will explore the approaches of two functionalists, Durkheim and Parsons.</p>		
<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>				

109/214	SUBMITTED TEXT	134 WORDS	80% MATCHING TEXT	134 WORDS
	<p>Functionalism handles society as a self- regulating system of connected elements with structured social relationships and observed regularities. Functionalists identify society as similar to a biological organism which is composed of many unique but interdependent parts with each part contributing to the survival or functioning or of the complete system. All the parts are not only interdependent but also accommodated and interconnected to each other. An alteration in one part is believed to affect other parts; the malfunctioning of one part is dealt with by other parts in a coordinated way so as to maintain the symmetry of the whole system. Functionalists do not give weightage to hasty changes in the whole system. They lay insistence on the absence of disturbing internal factors that disturb the overall stability of the system. Various units or components of the society operate in consonance with common values, perceptions,</p>		<p>Functionalism society as a self-regulating system of interrelated elements with structured social relationships and observed regularities. Functionalists perceive society as similar to a biological organism which is composed of many distinct but 17 interdependent parts with each part contributing to the functioning or survival of the whole system. All the parts are not only interdependent but also coordinated and complementary to each other. A change in one part is believed to affect other parts; the malfunctioning of one part is dealt with by other parts in a coordinated way so as to maintain the equilibrium of the whole system. Functionalists do not give weightage to abrupt changes in the whole system. They lay emphasis on the absence of disruptive internal factors that disturb the overall stability of the system. Various components or units of the society operate in consonance with common perceptions,</p>	
	<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>			

110/214	SUBMITTED TEXT	19 WORDS	80% MATCHING TEXT	19 WORDS
	<p>in simple or folk societies. In modern or industrialized societies, socialization is often mediated by educational institutions apart from families. 41</p>		<p>In simple or folk societies, the family is the primary agent of socialization. In modern or industrialized societies, socialization is often mediated by educational institutions apart from families.</p>	
	<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>			

111/214	SUBMITTED TEXT	25 WORDS	59% MATCHING TEXT	25 WORDS
	<p>the major function of education. The collective life or survival of society is possible only with a sufficient degree of homogeneity among various members of Society.</p>		<p>the major function of education is to transmit society's norms and values. The survival of society or collective life is possible only with a sufficient degree of homogeneity among various members of the society.</p>	
	<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>			

112/214	SUBMITTED TEXT	30 WORDS	64% MATCHING TEXT	30 WORDS
	<p>a secure number of moral, intellectual, and physical needs that are expected of him by both political society as a whole and the social milieu for which he is specifically destined</p>		<p>a certain number of physical, intellectual and moral states are demanded of him by both political society as a whole and the social milieu for which he is specifically destined."</p>	
	<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>			

113/214	SUBMITTED TEXT	19 WORDS	92% MATCHING TEXT	19 WORDS
<p>Education is the authority exercised by the adult generation on those that are not yet ready for social life.."</p>		<p>Education is the influence exercised by the adult generation on those that are not yet ready for social life.</p>		
<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>				

114/214	SUBMITTED TEXT	67 WORDS	84% MATCHING TEXT	67 WORDS
<p>He highlights the role played by education in installing 'social being' in the 'individual being.' The individual being is made up of mental states that apply only to himself herself and to the events in his/her personal life. The social being embodies a system of practices, ideas, and sentiments of the group of which it is a part. The process of socialization of a newborn differentiates human beings from animals. In</p>		<p>He highlights the role played by education in instituting 'social being' in the 'individual being.' The individual being is made up of mental states that apply only to him/her and to the events in his/her personal life. The social being embodies a system of ideas, sentiments and practices of the group of which he/she is a part. The process of socialization of a newborn differentiates human beings from animals. In</p>		
<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>				

115/214	SUBMITTED TEXT	19 WORDS	84% MATCHING TEXT	19 WORDS
<p>an animal has been able to learn in the duration of his individual existence, almost nothing can sustain him.</p>		<p>an animal has been able to learn in the course of his individual existence, almost nothing can survive him.</p>		
<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>				

116/214	SUBMITTED TEXT	31 WORDS	71% MATCHING TEXT	31 WORDS
<p>the outcome of human experience is conserved almost entirely and in detail, thanks to 42 instruments, sculptures, books, tools, instruments of every kind that are passed from generation to generation, oral tradition, etc." The</p>		<p>the results of human experience are preserved almost entirely and in detail, thanks to books, sculptures, tools, instruments of every kind that are transmitted from generation to generation, oral tradition etc." (Durkheim 1956:22). The</p>		
<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>				

117/214	SUBMITTED TEXT	22 WORDS	58% MATCHING TEXT	22 WORDS
<p>The socialization process among peers is distinct from the school and family and it gives "a platform for the exercise of independence from</p>		<p>The socialization process among peers is different from the family and the school and offers "a field for the exercise of independence from</p>		
<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>				

118/214	SUBMITTED TEXT	47 WORDS	90% MATCHING TEXT	47 WORDS
<p>and also supports secondary sources of reward. Functionalists are criticized for their perception that the educational systems operate as an integrative mechanism of society and treat children equally. These criticisms arise from critical theorists who argue that the educational system is a medium of the ruling elite and not representative of</p>		<p>and also provides alternative sources of reward. Functionalists are criticized for their perception that the educational systems operate as an integrative mechanism of the society and treat children equal. These criticisms arise from critical theorists who argue that the educational system is a medium of the ruling elite and not representative of</p>		
<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>				

119/214	SUBMITTED TEXT	70 WORDS	79% MATCHING TEXT	70 WORDS
<p>yet it is maintained as a body by powerful social groups that bully cooperation from the less powerful. Conflict Theorists treat society as divided into supplementary and superior groups that are identified by a constant power struggle between themselves. It is not relevant that distinct entities would operate in a way that agreement of the whole society is maintained. There is an impending possibility of social instability. Society and its units are continuously changing.</p>		<p>yet it is maintained as a body by powerful social groups that coerce cooperation from the less powerful. They treat society as divided into dominant and subordinate groups that are characterized by a constant power struggle between themselves. It is not necessary that different units would operate in a way that solidarity of the whole society is maintained. There is an impending possibility of social instability. Society and its units are continuously changing.</p>		
<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>				

120/214	SUBMITTED TEXT	31 WORDS	51% MATCHING TEXT	31 WORDS
<p>The impact of conflict in society could be diverse: violent and gradual, manifest and latent, negative, and positive. Conflict theorists restrict their analysis to the interrelationship between two or more units within society</p>		<p>The impact of conflict on society could be varied: positive and negative; latent and manifest; and gradual and violent. Conflict theorists tend to be more specific and limit their analysis to the interrelationship between two or more units within society (</p>		
<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>				

121/214	SUBMITTED TEXT	44 WORDS	93% MATCHING TEXT	44 WORDS
<p>According to Althusser whose ideas are derived from Marxism, society is divided into the capitalist class (which owns the modes of production and exercise control) and the labor class (which renders service in the production systems and remains subordinate to the former). The capitalist class requires</p>		<p>According to Althusser whose ideas are derived from Marxism, society is divided into the capitalist class (which owns the modes of production and exercises control) and the labour class (which renders service in the production systems and remains subordinate to the former). The capitalist class requires</p>		
<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>				

122/214	SUBMITTED TEXT	45 WORDS	93% MATCHING TEXT	45 WORDS
<p>continuous supply of labor power the exploitation of which generates profits. Educational systems are used by the capitalist class to produce the required labor-power. Workers are socialized to accept the ideology of the ruling class which legitimizes the capitalist system and submits to the exploitation of the capitalists.</p>		<p>continuous supply of labour power the exploitation of which generates profits. Educational systems are used by the capitalist class to produce the required labour power. Workers are socialized to accept the ideology of the ruling class which legitimizes the capitalist system and submits to the exploitation of the capitalists.</p>		
<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>				

123/214	SUBMITTED TEXT	41 WORDS	86% MATCHING TEXT	41 WORDS
<p>The educational system raises the surplus of workers whose skill set is suited to cater to lesser-paid menial jobs. Unemployment and availability of replaceable labor bring control over the workers and keeps the wages to a minimum. The governing structure and curricula of the</p>		<p>The educational system raises surplus of workers whose skill set is suited to cater to lesser-paid menial jobs. Unemployment and availability of replaceable labour brings control over the workers and keeps the wages to a minimum. The governing structure and curricula of the</p>		
<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>				

124/214	SUBMITTED TEXT	14 WORDS	89% MATCHING TEXT	14 WORDS
<p>treats all children as equals and follows the rules and regulations of the school. 45</p>		<p>treats all children as equal and follows the rules and regulations of the school.</p>		
<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>				

125/214	SUBMITTED TEXT	42 WORDS	95% MATCHING TEXT	42 WORDS
<p>Functionalists are criticized for their perception that the educational systems operate as an integrative mechanism of society and treat children equally. These criticisms arise from critical theorists who argue that the educational system is a medium of the ruling elite and not representative of</p>		<p>Functionalists are criticized for their perception that the educational systems operate as an integrative mechanism of the society and treat children equal. These criticisms arise from critical theorists who argue that the educational system is a medium of the ruling elite and not representative of</p>		
<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>				

126/214	SUBMITTED TEXT	17 WORDS	100% MATCHING TEXT	17 WORDS
<p>entire society. According to Collins (1972), the functional role played by education in fulfilling the needs of</p>		<p>entire society. According to Collins (1972), the functional role played by education in fulfilling the needs of</p>		
<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>				

127/214	SUBMITTED TEXT	17 WORDS	91% MATCHING TEXT	17 WORDS
<p>division of labor is criticized as an exaggeration. There is no evidence to prove that education supplies</p>		<p>division of labour is criticized as an exaggeration. There is no evidence to prove that education supplies</p>		
<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>				

128/214	SUBMITTED TEXT	47 WORDS	76% MATCHING TEXT	47 WORDS
<p>Functionalism handles society as a self-regulating system of connected elements with structured social relationships and observed regularities. • Functionalists identify society as similar to a biological organism which is composed of many unique but interdependent parts with each part contributing to the survival or functioning or of the complete system. •</p>		<p>Functionalism society as a self-regulating system of interrelated elements with structured social relationships and observed regularities. Functionalists perceive society as similar to a biological organism which is composed of many distinct but 17 interdependent parts with each part contributing to the functioning or survival of the whole system.</p>		
<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>				

129/214	SUBMITTED TEXT	38 WORDS	76% MATCHING TEXT	38 WORDS
<p>yet it is maintained as a body by powerful social groups that bully cooperation from the less powerful. Conflict Theorists treat society as divided into supplementary and superior groups that are identified by a constant power struggle between themselves. 55 •</p>		<p>yet it is maintained as a body by powerful social groups that coerce cooperation from the less powerful. They treat society as divided into dominant and subordinate groups that are characterized by a constant power struggle between themselves.</p>		
<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>				

130/214	SUBMITTED TEXT	71 WORDS	67% MATCHING TEXT	71 WORDS
<p>With the rise in significance of the educational machine and related institutions. In society, various pupils initiated their investigations on education as a valid subject of study. The pupils are not from the field of sociology alone, however from specific disciplines. As a result of the extensive input of scholarship and expertise from numerous disciplines, the bounds between the sociology of training and other collaborating disciplines are greatly blurred. In this Unit, we will discuss the</p>		<p>With the rise in importance of the educational system and related institutions in society, various scholars initiated their investigations on education as a legitimate field of study. The scholars are not from the discipline of sociology alone, but from different disciplines. As a result of the extensive input of scholarship and expertise form diverse disciplines, the boundaries between sociology of education and other participating disciplines are greatly blurred (Bidwell 1982). In this Unit we will discuss the</p>		
<p>W http://egyanagar.osou.ac.in/slmfiles/MSO-05-BLOCK-01.pdf</p>				

131/214	SUBMITTED TEXT	58 WORDS	51% MATCHING TEXT	58 WORDS
	<p>Social Realism Social Realism is the term utilized for work created by painters, printmakers, photographers, scholars and producers that points to draw consideration to the genuine socio-political conditions of the working course as an implies to evaluate the control structures behind these conditions. Whereas the movement's characteristics shift from country to country, it nearly continuously utilizes a frame of clear or basic realism.</p>		<p>social realism. Social realism is the term used for work produced by painters, printmakers, photographers, writers and filmmakers that aims to draw attention to the real socio-political conditions of the working class as a means to critique the power structures behind these conditions. While the movement's characteristics vary from nation to nation, it almost always utilizes a form of descriptive or critical realism.[1]</p>	
	<p>W https://en.wikipedia.org/wiki/Social_realism#/media/File:Grant_Wood_-_American_Gothic_-_Google_Ar ...</p>			

132/214	SUBMITTED TEXT	97 WORDS	59% MATCHING TEXT	97 WORDS
	<p>turned to realistic depictions of mysterious specialists as well as celebrities as heroic images of quality within the comfort of difficulty. The objective of the specialists in doing so was political as They wished to reveal the deteriorating situations of the poor and operating lessons and maintain the present governmental and social systems accountable. Social realism should not be puzzled with socialist realism, the official Soviet painting shape that became institutionalized via Joseph Stalin in 1934 and was later adopted through allied Communist parties worldwide. It is also specific from realism as it now not handiest presents conditions of the terrible, however, does so by</p>		<p>turned to realist portrayals of anonymous workers as well as celebrities as heroic symbols of strength in the face of adversity. The goal of the artists in doing so was political as they wished to expose the deteriorating conditions of the poor and working classes and hold the existing governmental and social systems accountable.[2] Social realism should not be confused with socialist realism, the official Soviet art form that was institutionalized by Joseph Stalin in 1934 and was later adopted by allied Communist parties worldwide. It is also different from realism as it not only presents conditions of the poor, but does so by</p>	
	<p>W https://en.wikipedia.org/wiki/Social_realism#/media/File:Grant_Wood_-_American_Gothic_-_Google_Ar ...</p>			

133/214	SUBMITTED TEXT	52 WORDS	62% MATCHING TEXT	52 WORDS
	<p>Social realism traces returned to 19th-century European Realism, inclusive of the art of Honoré Daumier, Gustave Courbet, and Jean-François Millet. Britain's 64 Industrial Revolution aroused challenges for the urban poor, and in the 1870s the paintings of artists consisting of Luke Fildes, Hubert von Herkomer, Frank Holl, and William Small were broadly reproduced in The Graphic.</p>		<p>Social realism traces back to 19th-century European Realism, including the art of Honoré Daumier, Gustave Courbet and Jean-François Millet. Britain's Industrial Revolution aroused concern for the poor, and in the 1870s the work of artists such as Luke Fildes, Hubert von Herkomer, Frank Holl, and William Small were widely reproduced in The Graphic.</p>	
	<p>W https://en.wikipedia.org/wiki/Social_realism#/media/File:Grant_Wood_-_American_Gothic_-_Google_Ar ...</p>			

134/214	SUBMITTED TEXT	20 WORDS	62% MATCHING TEXT	20 WORDS
	<p>In Russia, Peredvizhniki or "Social Realism" became crucial to the social surroundings that induced the conditions pictured, and denounced the "</p>		<p>In Russia, Peredvizhniki or "Social Realism" was critical of the social environment that caused the conditions pictured, and denounced the</p>	
	<p>W https://en.wikipedia.org/wiki/Social_realism#/media/File:Grant_Wood_-_American_Gothic_-_Google_Ar ...</p>			

135/214	SUBMITTED TEXT	52 WORDS	79% MATCHING TEXT	52 WORDS
	aimed "To criticize all the monstrosities of our vile society" of the Tsarist period. Similar issues were addressed in 20th-century Britain through the Artists' International Association, Mass Observation, and the Kitchen sink school. Social realist pictures draw from the documentary traditions of the late nineteenth century, together with the paintings of Jacob A. Riis, and Maksim Dmitriyev.		aimed "to criticize all the monstrosities of our vile society" of the Tsarist period. Similar concerns were addressed in 20th-century Britain by the Artists' International Association, Mass Observation and the Kitchen sink school.[1] Social realist photography draws from the documentary traditions of the late 19th century, such as the work of Jacob A. Riis, and Maksim Dmitriyev.[1]	
	<p>W https://en.wikipedia.org/wiki/Social_realism#/media/File:Grant_Wood_-_American_Gothic_-_Google_Ar...</p>			

136/214	SUBMITTED TEXT	16 WORDS	88% MATCHING TEXT	16 WORDS
	Robert Henri challenged the American Impressionism and academics, in what would become called the Ashcan school. The		Robert Henri challenged the American Impressionism and academics, in what would become known as the Ashcan school. The	
	<p>W https://en.wikipedia.org/wiki/Social_realism#/media/File:Grant_Wood_-_American_Gothic_-_Google_Ar...</p>			

137/214	SUBMITTED TEXT	80 WORDS	67% MATCHING TEXT	80 WORDS
	a drawing through George Bellows, captioned Disappointments of the Ash Can, which seemed inside the Philadelphia Record in April 1915. In illustrations, lithographs, etchings, and artwork, Ashcan artists targeted on portraying New York's vitality, with an eager eye on present-day occasions and the era's social and political rhetoric. H. Barbara Weinberg of The Metropolitan 65 Museum of Art has defined the artists as documenting "an unsettling, transitional time that becomes marked by using self-belief and doubt, pleasure and trepidation. Ignoring or registering best lightly harsh new realities		a drawing by George Bellows, captioned Disappointments of the Ash Can, which appeared in the Philadelphia Record in April 1915.[5] In paintings, illustrations, etchings, and lithographs, Ashcan artists concentrated on portraying New York's vitality, with a keen eye on current events and the era's social and political rhetoric. H. Barbara Weinberg of The Metropolitan Museum of Art has described the artists as documenting "an unsettling, transitional time that was marked by confidence and doubt, excitement and trepidation. Ignoring or registering only gently harsh new realities	
	<p>W https://en.wikipedia.org/wiki/Social_realism#/media/File:Grant_Wood_-_American_Gothic_-_Google_Ar...</p>			

138/214	SUBMITTED TEXT	29 WORDS	81% MATCHING TEXT	29 WORDS
	the issues of immigration and concrete poverty, they shone a positive mild on their era." Notable Ashcan works encompass George Luks' Breaker Boy and John Sloan's Sixth Avenue Elevated at Third Street.		the problems of immigration and urban poverty, they shone a positive light on their era." [5] Notable Ashcan works include George Luks' Breaker Boy and John Sloan's Sixth Avenue Elevated at Third Street.	
	<p>W https://en.wikipedia.org/wiki/Social_realism#/media/File:Grant_Wood_-_American_Gothic_-_Google_Ar...</p>			

139/214	SUBMITTED TEXT	18 WORDS	100% MATCHING TEXT	18 WORDS
<p>Grant Wood's magnum opus American Gothic, 1930, has become a widely known (and often parodied) icon of social realism.</p>		<p>Grant Wood's magnum opus American Gothic, 1930, has become a widely known (and often parodied) icon of social realism.</p>		
<p>W https://en.wikipedia.org/wiki/Social_realism#/media/File:Grant_Wood_-_American_Gothic_-_Google_Ar ...</p>				

140/214	SUBMITTED TEXT	39 WORDS	57% MATCHING TEXT	39 WORDS
<p>Social Realism is the term utilized for work created by painters, printmakers, photographers, scholars and producers that points to draw consideration to the genuine socio-political conditions of the working course as an implies to evaluate the control structures behind these conditions. •</p>		<p>Social realism is the term used for work produced by painters, printmakers, photographers, writers and filmmakers that aims to draw attention to the real socio-political conditions of the working class as a means to critique the power structures behind these conditions.</p>		
<p>W https://en.wikipedia.org/wiki/Social_realism#/media/File:Grant_Wood_-_American_Gothic_-_Google_Ar ...</p>				

141/214	SUBMITTED TEXT	40 WORDS	54% MATCHING TEXT	40 WORDS
<p>Social Realism: It is the term utilized for work created by painters, printmakers, photographers, scholars and producers that points to draw consideration to the genuine socio-political conditions of the working course as an implies to evaluate the control structures behind these conditions. 4.9</p>		<p>Social realism is the term used for work produced by painters, printmakers, photographers, writers and filmmakers that aims to draw attention to the real socio-political conditions of the working class as a means to critique the power structures behind these conditions.</p>		
<p>W https://en.wikipedia.org/wiki/Social_realism#/media/File:Grant_Wood_-_American_Gothic_-_Google_Ar ...</p>				

142/214	SUBMITTED TEXT	32 WORDS	59% MATCHING TEXT	32 WORDS
<p>that prospered between the two World Wars as a response to the hardships and issues endured by common individuals after the Incredible Crash. In order to create their craftsmanship more available to a</p>		<p>that flourished between the two World Wars as a reaction to the hardships and problems suffered by common people after the Great Crash. In order to make their art more accessible to a</p>		
<p>W https://en.wikipedia.org/wiki/Social_realism#/media/File:Grant_Wood_-_American_Gothic_-_Google_Ar ...</p>				

143/214	SUBMITTED TEXT	31 WORDS	70% MATCHING TEXT	31 WORDS
<p>By culture, we mean the device of norms and requirements that a society develops over the direction of many generations and which profoundly impacts the behavior of people residing in that society.</p>		<p>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.</p>		
<p>W https://idoc.pub/documents/sociology-of-education-lecture-notes-klzooxwq4g</p>				

144/214	SUBMITTED TEXT	26 WORDS	55% MATCHING TEXT	26 WORDS
<p>culture. Education and culture are in detail and essentially related. The cultural pattern of society defines its education patterns. For instance, if a society has a spiritual pattern</p>		<p>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</p>		
<p>W https://idoc.pub/documents/sociology-of-education-lecture-notes-klzooopwxgq4g</p>				

145/214	SUBMITTED TEXT	19 WORDS	78% MATCHING TEXT	19 WORDS
<p>impact on its educational sample. The ultimate relationship between culture and education is apparent from the reality that one of the</p>		<p>impact on its educational pattern. The ultimate relationship between culture and education is evident from the fact that one of the</p>		
<p>W https://idoc.pub/documents/sociology-of-education-lecture-notes-klzooopwxgq4g</p>				

146/214	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
<p>scope as an instrument of social and cultural change. One should</p>		<p>scope as an instrument of social and cultural change. One should</p>		
<p>W https://idoc.pub/documents/sociology-of-education-lecture-notes-klzooopwxgq4g</p>				

147/214	SUBMITTED TEXT	58 WORDS	65% MATCHING TEXT	58 WORDS
<p>not only information is imparted, but skills, interests, attitudes, aspirations, and values are developed, social and cultural growth is facilitated, and at the same time, social, economic, and cultural ranges of the humans are raised. Education brings cultural modifications which may additionally result in many transitions and transformations in society in many forms. This may additionally be found in every factor human</p>		<p>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</p>		
<p>W https://idoc.pub/documents/sociology-of-education-lecture-notes-klzooopwxgq4g</p>				

148/214	SUBMITTED TEXT	33 WORDS	71% MATCHING TEXT	33 WORDS
<p>like versions in norms of values and questioning modes, modifications in cloth culture, ideas, family relations, political culture, patterns of administration at the local, state, regional and countrywide level, involvement in social activities, trade-in capabilities and</p>		<p>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</p>		
<p>W https://idoc.pub/documents/sociology-of-education-lecture-notes-klzooopwxgq4g</p>				

149/214	SUBMITTED TEXT	27 WORDS	55% MATCHING TEXT	27 WORDS
<p>to recognize good thoughts and abilities. It enlivens human pursuits and social efficiency. A cultured individual is neither too self-confident nor too rigid and aggressive. He does not</p>		<p>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 or she does not</p>		
<p>W https://idoc.pub/documents/sociology-of-education-lecture-notes-klzooopwxgq4g</p>				

150/214	SUBMITTED TEXT	125 WORDS	71% MATCHING TEXT	125 WORDS
<p>some of the influences of culture on education. 1. The Aim and Ideals of education are mostly determined by the values and patterns of society. 130 2. The curriculum is habituated as per the culture of society. It is framed according to the ideals and needs of society to realize the cultural values. 3. Process of Teaching and culture are commonly linked. The changing cultural patterns of society exert a powerful influence upon the method of teaching also. The shift from old teacher-centered teaching to child-centered education is an example. Socialized Approaches like discussion, symposium & project method seminar, etc are widely used in the teaching-learning process because of the impact of culture. 4. Discipline is also affected by cultural values. The present cultural patterns of living and thinking are directly connected to our theory of the</p>		<p>some of the influences of culture on education. 11. The aims and ideals of education are mostly determined by the values and patterns of society. 2 32. 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. 35 4 53. 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. 6 74. 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</p>		
<p>W https://idoc.pub/documents/sociology-of-education-lecture-notes-klzooopwxgq4g</p>				

151/214	SUBMITTED TEXT	19 WORDS	84% MATCHING TEXT	19 WORDS
<p>who has imbibed the cultural ideas and values of the society only can achieve this mission successfully. Only such</p>		<p>who has imbibed the cultural ideals and values of the society only can achieve his mission successfully. Only such</p>		
<p>W https://idoc.pub/documents/sociology-of-education-lecture-notes-klzooopwxgq4g</p>				

152/214	SUBMITTED TEXT	51 WORDS	63% MATCHING TEXT	51 WORDS
<p>teacher is able to instil greater ideals and moral principles in children. 7. School is a miniature version of society, the entire programs and tasks of the school are Classified according to the values of society and cultural ideas. Hence, school is the centre of promoting, moulding, reforming, and developing the cultural pattern of society. 7.7</p>		<p>teacher is able to infuse higher ideals and moral values in children. 127. 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.</p>		
<p>W https://idoc.pub/documents/sociology-of-education-lecture-notes-klzooopwxgq4g</p>				

153/214	SUBMITTED TEXT	30 WORDS	56% MATCHING TEXT	30 WORDS
<p>of mastering and experience, styles of behavior that are found beneficial for harmonious existence and clean functioning in all occupations and interactions, and thereby man or woman and institution survival and perpetuation. ●</p>		<p>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.</p>		
<p>W https://idoc.pub/documents/sociology-of-education-lecture-notes-klzooopwxgq4g</p>				

154/214	SUBMITTED TEXT	56 WORDS	66% MATCHING TEXT	56 WORDS
<p>of mastering and experience, styles of behavior that are found beneficial for harmonious existence and clean functioning in all occupations and interactions, and thereby man or woman and institution survival and perpetuation. It is the integrated, social, biological, and ethnic modes of conduct of a set or a society. It is implied that even the ownership of ideas, attitudes, values,</p>		<p>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,</p>		
<p>W https://idoc.pub/documents/sociology-of-education-lecture-notes-klzooopwxgq4g</p>				

155/214	SUBMITTED TEXT	29 WORDS	55% MATCHING TEXT	29 WORDS
<p>Culture: Culture implies the system of standards and norms that society evolves over the period of many generations and which intensely influences the everyday behavior of people in that society. ?</p>		<p>Culture 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.</p>		
<p>W https://idoc.pub/documents/sociology-of-education-lecture-notes-klzooopwxgq4g</p>				

156/214	SUBMITTED TEXT	26 WORDS	73% MATCHING TEXT	26 WORDS
<p>would be carried out in the learner's presence, so that communication between the trainer and the learner must be facilitated by print, electronic, mechanical or other devices.</p>		<p>would be performed in the learner's presence, so that communication between the teacher and learner must be facilitated by print, electronic, mechanical or other devices. 30.3.2</p>		
<p>W http://www.wbnsou.ac.in/online_services/SLM/BED/CC-01.pdf</p>				

157/214	SUBMITTED TEXT	26 WORDS	59% MATCHING TEXT	26 WORDS
<p>the system of standards and norms that society evolves over the period of many generations and which intensely influences the everyday behavior of people in that society.</p>		<p>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.</p>		
<p>W https://idoc.pub/documents/sociology-of-education-lecture-notes-klzooopwxgq4g</p>				

158/214	SUBMITTED TEXT	13 WORDS	76% MATCHING TEXT	13 WORDS
<p>and culture is evident from the reality that one of the major aims</p>		<p>and education is evident from the fact that one of the major aims</p>		
<p>W https://idoc.pub/documents/sociology-of-education-lecture-notes-klzooopwxgq4g</p>				

159/214	SUBMITTED TEXT	23 WORDS	62% MATCHING TEXT	23 WORDS
<p>a method of imparting knowledge, capabilities, and attitudes which are rationalized through the application of division of labor and organizational ideas as properly as</p>		<p>a method of imparting knowledge, skills and attitudes which is rationalized by the application of division of labour and organizational principles as well as</p>		
<p>W http://www.wbnsou.ac.in/online_services/SLM/BED/CC-01.pdf</p>				

160/214	SUBMITTED TEXT	32 WORDS	81% MATCHING TEXT	32 WORDS
<p>existence, and smooth functioning in all occupations and interactions and thereby ensure individual and group survival and perpetuation. It is the integrated social, biological, and traditional modes of behavior of a society or</p>		<p>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</p>		
<p>W https://idoc.pub/documents/sociology-of-education-lecture-notes-klzooopwxgq4g</p>				

161/214	SUBMITTED TEXT	31 WORDS	50% MATCHING TEXT	31 WORDS
<p>of reproducing excessive-quality teaching materials which makes it viable to teach notable numbers of students at the equal time at any place they live. It is an industrialized form of teaching and learning".</p>		<p>of reproducing high quality teaching material which makes it possible to instruct a great number of students at the same time wherever they live. It is an industrial form of teaching and learning". 3.</p>		
<p>W http://www.wbnsou.ac.in/online_services/SLM/BED/CC-01.pdf</p>				

162/214	SUBMITTED TEXT	19 WORDS	64% MATCHING TEXT	19 WORDS
<p>that subject of educational endeavor in which the learner is quasi-permanently separated from the trainer in the course of the</p>		<p>that field of educational endeavour in which the learner is quasi-permanently separated from the teacher throughout the length of the</p>		
<p>W http://www.wbnsou.ac.in/online_services/SLM/BED/CC-01.pdf</p>				

163/214	SUBMITTED TEXT	30 WORDS	62% MATCHING TEXT	30 WORDS
<p>the learner is quasi-permanently separated from the getting to know group throughout the period of the mastering process; a technological medium replaces the inter-personal conversation of conventional, oral group-based education; the teaching-learning</p>		<p>the learner is quasi-permanently separated from the teacher throughout the length of the learning process; a technological medium replaces the inter-personal communication of conventional, oral, group-based education; the teaching/learning</p>		
<p>W http://www.wbnsou.ac.in/online_services/SLM/BED/CC-01.pdf</p>				

164/214	SUBMITTED TEXT	40 WORDS	89% MATCHING TEXT	40 WORDS
<p>social system can be explained as 'an interconnected and organized activity which consists of parts that are inter-depend to produce common results ' social systems are created by human beings and are strengthened by man's attitudes, perceptions, beliefs, habits, and expectations. In</p>				
<p>SA CC-ED-03.pdf (D149056006)</p>				

165/214	SUBMITTED TEXT	23 WORDS	94% MATCHING TEXT	23 WORDS
<p>Education as a social system The education system is composed of many distinct sub-systems or parts, each with their own goals. Together these parts</p>				
<p>SA CC-ED-03.pdf (D149056006)</p>				

166/214	SUBMITTED TEXT	13 WORDS	100% MATCHING TEXT	13 WORDS
<p>social system, two or more people are constantly interacting and practice similar approaches</p>				
<p>SA CC-ED-03.pdf (D149056006)</p>				

167/214	SUBMITTED TEXT	23 WORDS	100% MATCHING TEXT	23 WORDS
<p>a functioning whole. Each part is dependent on the other for smooth functioning. Willard Waller gives five reasons for education to be regarded as</p>				
<p>SA CC-ED-03.pdf (D149056006)</p>				

168/214	SUBMITTED TEXT	20 WORDS	92% MATCHING TEXT	20 WORDS
<p>social system. It has a close relationship with the environment and they complement each other, Education in school prepare students with</p>				
<p>SA CC-ED-03.pdf (D149056006)</p>				

169/214

SUBMITTED TEXT

62 WORDS

95% MATCHING TEXT

62 WORDS

social system:-

- In education, different personnel are working, who contributes towards educational Goals.
- Education has a social structure as a result of social interaction within the school.
- It has bound by strong social relationships.
- it is bound by a feeling of belonging
- It possesses its own culture, tradition, and way of doing things.
- Education helps in transmitting folkways, more institutional patterns in social organization. 156

SA CC-ED-03.pdf (D149056006)

170/214

SUBMITTED TEXT

89 WORDS

77% MATCHING TEXT

89 WORDS

living skills necessary for society. The education is provided with resources, building, and personnel (parents, teachers, students) in order to functioning. As a social system education has an informal and formal structure. The formal structure refers to the role and function of the administration. The informal system refers to its social relationship that helps the organization to function. When you enter in school we see the office, member of the school staff, classrooms take up the most of the physical structure of school .within a classroom, the teacher and students are the main faculty. We see

SA CC-ED-03.pdf (D149056006)

171/214

SUBMITTED TEXT

30 WORDS

67% MATCHING TEXT

30 WORDS

The education system exists in a larger societal context, including the local community, state, and central government rules and capital and regulations. Thus, an education system is where equipment, textbooks, and

SA CC-ED-03.pdf (D149056006)

172/214

SUBMITTED TEXT

10 WORDS

100% MATCHING TEXT

10 WORDS

process of synthesizing the society with its culture, values, socioeconomics,

SA CC-ED-03.pdf (D149056006)

173/214	SUBMITTED TEXT	17 WORDS	91% MATCHING TEXT	17 WORDS
<p>education system affect the relationship between position holders and the other. Each classroom has a social structure</p> <p>SA CC-ED-03.pdf (D149056006)</p>				

174/214	SUBMITTED TEXT	66 WORDS	89% MATCHING TEXT	66 WORDS
<p>political system with the need of the individuals. Every school member, head, teacher, student, and other staff play their significant roles towards achieving the educational goals .in school teacher manages his classroom, interacts with students and the environment, he carries all responsibility required for his positions. in school different activities are organized, all the activities are influenced by society's culture, policies, values and are undertaken by the person as part of</p> <p>SA CC-ED-03.pdf (D149056006)</p>				

175/214	SUBMITTED TEXT	40 WORDS	100% MATCHING TEXT	40 WORDS
<p>Within the education system, the school has certain roles and expectations that are designed to fulfill the goals of the system. Each school consists of individuals with certain personalities and need whose interaction make up what is commonly known as social behavior.</p> <p>SA CC-ED-03.pdf (D149056006)</p>				

176/214	SUBMITTED TEXT	70 WORDS	77% MATCHING TEXT	70 WORDS
<p>education system is also under pressure from the community members to take over greater roles in child care Program. Each society has positive desires for its educational system that are 157 put in to practice in school and classroom .in the school the stated goals must be translated into active members of the academic enterprise preserving specific roles, teachers and administrators desire high-quality schooling but they also have personal motivation. schools convey peer collectively in</p> <p>SA CC-ED-03.pdf (D149056006)</p>				

177/214 **SUBMITTED TEXT** 34 WORDS **87%** **MATCHING TEXT** 34 WORDS

classroom and for other school-related activities. Thus group sub-culture flourish in school plays an important phase in helping various individuals to see themselves as citizens and therefore to internalize skills. From above we can say that in

SA CC-ED-03.pdf (D149056006)

178/214 **SUBMITTED TEXT** 94 WORDS **96%** **MATCHING TEXT** 94 WORDS

education system, the school performs many roles and play different activities, as a school system has its roles and function of administration while the system has a network of social interaction and relationship for it to function. It emphasizes on the process of interaction of individuals and the role of each individual play in the school system. In the school, there are teachers principals, students, etc. each has a defined social position. These social positions distributed from top to bottom, in hierarchical order. all individuals interact with one another. This human interaction within an education system may additionally be described as

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179/214 **SUBMITTED TEXT** 19 WORDS **92%** **MATCHING TEXT** 19 WORDS

which the new era learns the knowledge, attitudes, and values that they will need as productive citizens. •
Socialization is

SA CC-ED-03.pdf (D149056006)

180/214 **SUBMITTED TEXT** 11 WORDS **100%** **MATCHING TEXT** 11 WORDS

More briefly education is a socialization of the young generation.

SA CC-ED-03.pdf (D149056006)

181/214 **SUBMITTED TEXT** 45 WORDS **94%** **MATCHING TEXT** 45 WORDS

socialization of child as "Education is the influence exercised by adult generation on those that are not yet ready for social life. Its object is to arouse and to enhance the child a certain number of physical, intellectual, and moral traits that are demanded of him by society.

SA CC-ED-03.pdf (D149056006)

182/214

SUBMITTED TEXT

69 WORDS

95% MATCHING TEXT

69 WORDS

school provides exposure to every individual and it prepares the students to learn social roles according to their capacities in the school. Every student passes most of the time of his day in school and this time is utilized to learn different social things. Every individual learns about social life, social norms and social believes in school. Hence, in the process of socialization school plays a very significant role. A most important function of

SA CC-ED-03.pdf (D149056006)

183/214

SUBMITTED TEXT

21 WORDS

93% MATCHING TEXT

21 WORDS

school is the preservation of culture and civilization, every society has own customs, convention, traditions, norms, art, religion, which has inherited from

SA CC-ED-03.pdf (D149056006)

184/214

SUBMITTED TEXT

29 WORDS

95% MATCHING TEXT

29 WORDS

ancient period, in this process of socialization school help us to hand over the cultural values and behavior patterns of the society to his young generation.in this process of socialization,

SA CC-ED-03.pdf (D149056006)

185/214

SUBMITTED TEXT

67 WORDS

90% MATCHING TEXT

67 WORDS

student acquires the knowledge of cultural values and different norms of society. Through education, students get knowledge of 3R's i.e. Reading, writing, and arithmetic which help students to work skillfully in day to day life and live happily in society. It is an only school education which converts these 3R's into 7R's i.e Reading, writing and arithmetic relationship, responsibilities, recreation and reorganization. Only through school education students make familiar about social responsibilities as

SA CC-ED-03.pdf (D149056006)

186/214	SUBMITTED TEXT	47 WORDS	69% MATCHING TEXT	47 WORDS
<p>student to acquire democratic norms. Students learn how to live with democratic norms and how to behave with each other which helps in the process of socialization. School education is a process of living through a continuous reconstruction of the individual which enables students to control their environment and fulfill possibilities.</p>				
<p>SA CC-ED-03.pdf (D149056006)</p>				

187/214	SUBMITTED TEXT	23 WORDS	93% MATCHING TEXT	23 WORDS
<p>school encourages students to participate in various kinds of co- curricular activities, these activities help students to develop leadership among themselves. The school provides</p>				
<p>SA CC-ED-03.pdf (D149056006)</p>				

188/214	SUBMITTED TEXT	15 WORDS	93% MATCHING TEXT	15 WORDS
<p>Society has developed a number of specialized institutions to carry out the functions of education.</p>		<p>Society has developed a number of specialized institutions and organizations to carry out the functions of education.</p>		
<p>W http://www.wbnsou.ac.in/online_services/SLM/BED/CC-01.pdf</p>				

189/214	SUBMITTED TEXT	23 WORDS	62% MATCHING TEXT	23 WORDS
<p>a method of imparting knowledge, capabilities, and attitudes which are rationalized through the application of division of labor and organizational ideas as properly as</p>		<p>a method of imparting knowledge, skills and attitudes which is rationalized by the application of division of labour and organizational principles as well as</p>		
<p>W http://www.wbnsou.ac.in/online_services/SLM/BED/CC-01.pdf</p>				

190/214	SUBMITTED TEXT	90 WORDS	99% MATCHING TEXT	90 WORDS
<p>social environment before children by organizing 159 community work, social service camp and social functions and annual functions, so that all the social norms and values namely sympathy, co-operation, tolerance, social awareness in them, thus school develops social dealing in all children. In the light of above discussion we can say that school has special significance in the socialization process. Education is a continuous and dynamic process, which develops thinking and reasoning, problem-solving, skills, cultural values, democratic values, adjustment among the students to behave properly in the society, this shows that education as a process of socialization. 8.5.3</p>				
<p>SA CC-ED-03.pdf (D149056006)</p>				

191/214	SUBMITTED TEXT	31 WORDS	50% MATCHING TEXT	31 WORDS
<p>of reproducing excessive-quality teaching materials which makes it viable to teach notable numbers of students at the equal time at any place they live. It is an industrialized form of teaching and learning". •</p>		<p>of reproducing high quality teaching material which makes it possible to instruct a great number of students at the same time wherever they live. It is an industrial form of teaching and learning". 3.</p>		
<p>W http://www.wbnsou.ac.in/online_services/SLM/BED/CC-01.pdf</p>				

192/214	SUBMITTED TEXT	18 WORDS	84% MATCHING TEXT	18 WORDS
<p>which the new era learns the knowledge, attitudes, and values that they will need as productive citizens. • School is</p>				
<p>SA CC-ED-03.pdf (D149056006)</p>				

193/214	SUBMITTED TEXT	15 WORDS	93% MATCHING TEXT	15 WORDS
<p>Society has developed a number of specialized institutions to carry out the functions of education.</p>		<p>Society has developed a number of specialized institutions and organizations to carry out the functions of education.</p>		
<p>W http://www.wbnsou.ac.in/online_services/SLM/BED/CC-01.pdf</p>				

194/214	SUBMITTED TEXT	21 WORDS	97% MATCHING TEXT	21 WORDS
<p>school provides exposure to every individual and it prepares the students to learn social roles according to their capacities in the school. •</p>				
<p>SA CC-ED-03.pdf (D149056006)</p>				

195/214	SUBMITTED TEXT	14 WORDS	93% MATCHING TEXT	14 WORDS
<p>Society has developed a number of specialized institutions to carry out the functions of education.</p>		<p>Society has developed a number of specialized institutions and organizations to carry out the functions of education.</p>		
<p>W http://www.wbnsou.ac.in/online_services/SLM/BED/CC-01.pdf</p>				

196/214	SUBMITTED TEXT	16 WORDS	91% MATCHING TEXT	16 WORDS
<p>which the new era learns the knowledge, attitudes, and values that they will need as productive citizens. •</p>				
<p>SA CC-ED-03.pdf (D149056006)</p>				

197/214	SUBMITTED TEXT	18 WORDS	55% MATCHING TEXT	18 WORDS
<p>process by which a low caste or a tribe or other group changes its customs, rituals, ideology, and</p>				
<p>SA B 1 Unit 3 Dr. Shubhangi Vaidya Social Change and development (1).pdf (D86279705)</p>				

198/214	SUBMITTED TEXT	18 WORDS	50% MATCHING TEXT	18 WORDS
<p>changes in Indian society and culture, as the British brought along new technology, institutions, Knowledge, beliefs, and values. Hence the</p>				
<p>SA CC-ED-03.pdf (D149056006)</p>				

199/214	SUBMITTED TEXT	14 WORDS	100% MATCHING TEXT	14 WORDS
<p>Indian society and culture as a result of over 150 years of British rule</p>				
<p>SA CC-ED-03.pdf (D149056006)</p>				

200/214	SUBMITTED TEXT	14 WORDS	88% MATCHING TEXT	14 WORDS
<p>the term associates changes occurring at different levels – technology, institutions, ideology, and values.” 10.2.2.2</p>				
<p>SA B 1 Unit 3 Dr. Shubhangi Vaidya Social Change and development (1).pdf (D86279705)</p>				

201/214	SUBMITTED TEXT	11 WORDS	95% MATCHING TEXT	11 WORDS
<p>to adjust it to the changing needs, aspirations of the people,</p> <p>W http://www.wbnsou.ac.in/online_services/SLM/BED/CC-01.pdf</p>		<p>to adjust it to the changing needs and aspirations of the people.</p>		
202/214	SUBMITTED TEXT	28 WORDS	75% MATCHING TEXT	28 WORDS
<p>the State shall endeavor to provide within ten years from the commencement of this Constitution for free and compulsory education for all children until they complete the age of</p> <p>W http://www.wbnsou.ac.in/online_services/SLM/BED/CC-01.pdf</p>		<p>the State " to provide within a period of 10 years from the commencement of the constitution, for free and compulsory education for all children until they complete the age of 14</p>		
203/214	SUBMITTED TEXT	32 WORDS	63% MATCHING TEXT	32 WORDS
<p>certain value preferences", which in turn absorbs several values, such as "humanitarianism". It means an active 192 concern for the welfare of all human beings irrespective of caste, economic position, religion, age, and sex. •</p> <p>SA CC-ED-03.pdf (D149056006)</p>				
204/214	SUBMITTED TEXT	31 WORDS	95% MATCHING TEXT	31 WORDS
<p>any section of the citizens, residing in the territory of India or any part thereof having a distinct language, script or culture of its own shall have the right to construe the same.</p> <p>W http://www.wbnsou.ac.in/online_services/SLM/BED/CC-01.pdf</p>		<p>Any section of the citizens residing in the territory of India or any part thereof having a distinct language, script or culture of its own shall have the right to conserve the same.</p>		
205/214	SUBMITTED TEXT	19 WORDS	91% MATCHING TEXT	19 WORDS
<p>the changes brought about in Indian society and cultures as a result of over 150 years of British rule. 4.</p> <p>SA B 1 Unit 3 Dr. Shubhangi Vaidya Social Change and development (1).pdf (D86279705)</p>				
206/214	SUBMITTED TEXT	26 WORDS	38% MATCHING TEXT	26 WORDS
<p>Lack of funds: The absence of adequate assets is the primary issue in the improvement of instruction. The cost of training in Multi-Year Plans has been</p> <p>W https://www.ijariit.com/manuscripts/v7i2/V7I2-1170.pdf</p>		<p>Lack of funds: The lack of sufficient funds is the main problem in the development of education. The outlay for education in Five Year Plans has been</p>		

207/214	SUBMITTED TEXT	51 WORDS	30% MATCHING TEXT	51 WORDS
	<p>Even now 35 percent of individuals stay unskilled. In India, the quantity of ignorant people is very nearly 33% of the complete unskilled people on the planet. Propelled nations are 100% proficient; the situation in India is very inauspicious. 6. Wastage of resources: Our education system depends on General Training. The dropout rate is high</p>		<p>Even now 35 percent of people remain illiterate. In India, the number of illiterates is almost one-third of the total illiterates in the world. Advanced countries are 100% literate; the position in India is quite Wastage of resources: Our education system is based on General Education. The dropout rate is very high</p>	
	<p>W https://www.ijariit.com/manuscripts/v7i2/V7I2-1170.pdf</p>			

208/214	SUBMITTED TEXT	54 WORDS	46% MATCHING TEXT	54 WORDS
	<p>wastage of financial and HR. 7. General education-oriented: Our educational system is of General Training in nature. The improvement of specialized and professional training is very unsuitable. So our instruction is useless. Thus the quantity of taught jobless people is expanding step by step. This has become an extraordinary worry for Govt. 8. Problems of primary education: Our primary education is</p>		<p>wastage of financial and human resources. General education-oriented: Our educational system is of General in nature. The development of technical and vocational education is quite unsatisfactory. So our education is unproductive. Hence the number of educated unemployed persons is increasing day by day. This has become a great concern for Govt. Problems of primary education: Our primary education is</p>	
	<p>W https://www.ijariit.com/manuscripts/v7i2/V7I2-1170.pdf</p>			

209/214	SUBMITTED TEXT	60 WORDS	50% MATCHING TEXT	60 WORDS
	<p>number of elementary schools have no structures which to discuss essential offices like drinking water, urinals, and power, furniture and study materials, and so on. Enormous quantities of elementary schools are single instructor schools and numerous schools are even without educators. So the drop rate is exceptionally high and a reason for concern. Closing, we can say that there is a quantitative extension of</p>		<p>number of primary schools have no buildings what to talk of basic facilities like drinking water, urinals, and electricity, furniture and study materials, etc. Large of primary schools are single teacher schools and many schools are even without teachers. So the drop rate is very high and a cause of concern. Concluding, we can say that there is a quantitative expansion of</p>	
	<p>W https://www.ijariit.com/manuscripts/v7i2/V7I2-1170.pdf</p>			

210/214	SUBMITTED TEXT	61 WORDS	41% MATCHING TEXT	61 WORDS
	<p>be accomplished. 2. Expensive higher education: College, expert, and specialized instruction have become expensive. The expense structure of specialized and expert foundations like IIM's is very high IIM's charge Rs. 2 lakh for every semester for MBA classes. It is past the compass of the regular man. The privatization of advanced education has prompted the development of benefit hungry business people. Presently a day's advanced education is</p>		<p>be achieved. Expensive higher education: University, professional and technical education has become costly in India. The fee structure of technical and professional institutes like IIM's is quite high IIM's charge Rs. 2 lakh per semester for MBA classes. It is beyond the reach of the common man. The privatization of higher education has led to the growth of profit-hungry entrepreneurs. Now a day's higher education is</p>	
	<p>W https://www.ijariit.com/manuscripts/v7i2/V7I2-1170.pdf</p>			

211/214	SUBMITTED TEXT	43 WORDS	38% MATCHING TEXT	43 WORDS
<p>Neglect of Indian languages: The mechanism of guidance especially in science subjects is English. So country understudies who are not knowledgeable in English, can't examine science appropriately in English. They endure a great deal; Indian dialects are as yet immature. Standard distributions are not accessible in</p>		<p>Neglect of Indian languages: The medium of instruction, particularly in science subjects, is English. So rural students who are not well versed in English cannot study science properly in English. They suffer a lot; Indian languages are still underdeveloped. Standard publications are not available in</p>		
<p>W https://writerscafeteria.com/opinion/problems-in-indian-education-system/</p>				

212/214	SUBMITTED TEXT	18 WORDS	55% MATCHING TEXT	18 WORDS
<p>process by which a low caste or a tribe or other group changes its customs, rituals, ideology, and</p>				
<p>SA B 1 Unit 3 Dr. Shubhangi Vaidya Social Change and development (1).pdf (D86279705)</p>				

213/214	SUBMITTED TEXT	14 WORDS	100% MATCHING TEXT	14 WORDS
<p>Indian society and culture as a result of over 150 years of British rule</p>				
<p>SA CC-ED-03.pdf (D149056006)</p>				

214/214	SUBMITTED TEXT	13 WORDS	88% MATCHING TEXT	13 WORDS
<p>the term associates changes occurring at different levels – technology, institutions, ideology, and values.” ●</p>				
<p>SA B 1 Unit 3 Dr. Shubhangi Vaidya Social Change and development (1).pdf (D86279705)</p>				