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Sociology of Education

SACHCHIDANANDA

Ever since the Survey of Research in Education started, sociology of education has figured prominently in it. The trend reports on this theme in the different Surveys were contributed by different scholars. Each of them adopted his or her own classification of the available papers. In the first ever Survey of Studies in Sociology of Education in 1974, under the auspices of the Indian Council of Social Sciences Research, Suma Chitnis (1974) classified the studies under two broad heads, viz. (a) the education systems: a sub system or as a social system, (b) the structure and organisation of the education system. These were further subdivided into three sub areas. Shah, B.V. (1979 and 1987) in the Second and Third Surveys divided the studies into five categories: (1) education and society, (2) the educational sub-system in relation to other sub-systems, (3) the social factors behind educability, personality development and activism of children and youth, (4) sociology of educational institutions, (5) problem areas such as juvenile delinquency, student unrest and education of the handicapped.

In the Fourth Survey Karuna C. (1991) divided the studies into seven different areas. The first covered papers under the theme: "Education as a Social System". This included a large number of socio-economic, cultural, cognitive, psychological and social variables; the social background of students, their attitudes, values, personality, etc. The second category dealt with papers focusing on teachers, their role perception, role conflict, job satisfaction, the school as a system and the intra-school relationship. All these were brought together under the heading "school as a social system". The third category dealt with "Education and Society" and under this caption socialisation, social stratification, social mobility, social change and development, modernisation, education as a change agent and innovation and change were put together. The fourth category of papers were put under the caption "Education and Politics". It included papers dealing with political socialisation and leadership, student activism and movement, student unrest and indiscipline. In the fifth category, the dysfunction of the educational system was highlighted. The papers dealt with drop-outs, wastage, retention, juvenile delinquency and children of criminal tribes. The sixth category dealt with policies, programmes and facilities, and the seventh category comprised the papers which were left over.

The studies covered in the present trend report do not make a radical departure from the earlier surveys. Education has been accepted as a potent instrument of change and development. It is expected to be at a social leveller and thus takes us towards the goal of equality which is the sheet anchor of our Constitution. Access to education is, therefore, regarded as an essential requirement for development of all sections of society. There was a search for the social

determinants of education access. The neo-Marxist approach of looking at education as a process of social control and for the reproduction of the class system has not attracted the attention of scholars. Recent experience has shown that instead of promoting social equality, access to education accentuates inequalities, at least in the short run. The kind of education that has been given tends to draw children from the village to the town in search of jobs. The shift from agriculture is creating difficulties not only in the villages but raises special problems on account of migration. Problems of women's education and the consequential change in familial relationships have also been ignored to a large extent. Both the sociological perspective and the societal concerns in the educational field have not been able to enlarge the area of research.

In the present survey only 43 studies have been taken into account. The number is the lowest in recent years. It was 68 in 1975, 121 in 1982 and 155 in the Fourth Survey in 1989. The decline in number may be attributed to a general decline of interest in research in the different fields. Whereas 137 doctoral theses were reported in the last trend report of Sociology of Education, however in the present survey only 31 studies emanate from M. Phil., Ph.D. and D. Litt. dissertations presented to various universities in the country. Only 12 studies were made independently. They were taken up either as projects or for preparation of papers for publication in research journals. None of them have been sponsored by the NCERT, NIEPA or international agencies like UNESCO or UNICEF. Table 1 gives the names of institutions under whose auspices the researches were conducted.

It would be interesting to find out the states in which field work was done in the survey based studies. This is shown in Table 2.

In the present survey of studies five broad categories have been used. The first category deals with studies under the broad division "Education as a Social System". It includes papers on education as a factor of social adjustment of

Table 1

Institutions Where Researches Were Done

Name	No. of studies
Allahabad University	1
Agra University	2
Awadh University	1
Bhagalpur University	1
Bhopal University	1
Bombay University	3
Calcutta University	1
Calicut University	1
Dibrugarh University	1
Indore University	1
Indian Institute of Education	2
Jamia Millia Islamia	1
Jadavpur University	1
Kanpur University	2
Karnatak University	1
Kumaon University	2
Lal Bahadur Shastri National Academy of Administration	1
Lucknow University	1
Madurai Kamraj University	1
The M.S. University of Baroda	1
Meerut University	1
Mysore University	1
Nagpur University	2
North-Eastern Hill University	1
Punjab University	1
Tata Institue of Social Sciences	2
Teacher's College, Ahmedabad	1
Technical Teachers' Training Institute Chandigarh	1
Utkal University	5
Sponsor not mentioned	1
Total	42

adolescent girls from different socio-economic levels; value orientation, socio-economic status and culture in relation to personality needs; effect of self-esteem and performance of high- and low-caste schoolgirls, vocational stress in relation to socio-economic status, problems of first-generation learners, perception of community support in relation to adjustment of old people; and the problem of equality in educational opportunities of Muslim girls.

Table 2

States in Which Field Work Was Done

Name	No. of studies
Assam	1
Bihar	1
Gujarat	1
Haryana	1
Kerala	1
M.P.	4
Maharashtra	6
Mizoram	1
Orissa	5
Rajasthan	1
Tamil Nadu	1
U.P.	9
West Bengal	3
State not mentioned	2
General	5
Total	42

In the second category the papers deal with the school as a social system. This theme includes studies on expectations of parents from teachers and their bearing on the performance of students; the relationship between village characteristics and schooling; socio-economic analysis of inter district educational disparity at the school level; and causes of discontent among teachers of primary and secondary schools.

The third group of papers deals with "Education and Society" which includes a study of the changing patterns of socialisation of first- and later-born children, the relationship between the socialisation process and achievement motivation among children; social and occupational mobility among artisan castes; role of education in the development of Nepali women; the socio-cultural correlates of modernity; individual modernity and its relation to the educational background and home environment; adjustment among immigrated Hindi- and non-Hindi-speaking students; review of perspectives bearing on education and society; problems of teacher educators; differences in child-rearing practices among working- and non-working mothers; social mobility among women; social

change among Bengali women in the second half of the 19th century; and the relationship between modernization and academic achievement.

The studies under the fourth category have been put under the caption "Education and Politics". This theme includes papers on the relationship between education and political intervention; student unrest and indiscipline; student activism; political socialisation; studies on elites; and the concept of secularism reflected in textbooks.

The remaining papers are put in the miscellaneous category. It includes such studies as the impact of the total literacy campaign, a review of research in the sociology of education between 1979-88; the educational contribution of the Parsis and the Sindhis; the problems of Banjara children and of the Telegu potters; the Indian national character; resource utilisation for educational development in a village; and societal concerns reflected in textbooks.

EDUCATION AS A SOCIAL SYSTEM

During the period under review there has been a decline in the volume of research in this sector. In the last review, research in this sector claimed the largest attention in the chapter on "Sociology of Education". However, there is a wide variety of interest in the choice of topic, and no two papers fall in a single subcategory.

Gupta, S. (1990) worked on education as a factor of social adjustment of adolescent girls across different levels of socio-economic status, studying in different kinds of schools in the Union Territory of Chandigarh. Six hundred girls students in the age-range of 13-16 years, 60 teachers and the parents of all the 600 children were included in the sample. Different questionnaires were given to students, parents and teachers. It was found that adolescent girls studying in urban, private and English-medium schools have a significantly better social adjustment (when compared to other girls. The education of parents positively influences the social adjustment of children. Girls belonging to

the higher socio-economic status groups achieve better social adjustment). The study has important social implications. Efforts should be made for training parents and teachers in handling adolescents and helping in their adjustment to the prevailing social environment. The parents should learn to identify the anxieties and the inner feelings of their daughters so that they can turn out to be useful members of the society.

Sharma, M.L. (1992) worked on value-orientation, socio-economic status and culture in relation to personality needs. The four needs are need affiliation, need change, need order and need achievement. The findings reveal that need affiliation, need order and need achievement are more prominent in rural areas irrespective of value-orientation and socio-economic status. Need order is more prominent in the higher socio-economic status groups irrespective of their value-orientation; and culture. In the lower socio-economic groups, in rural areas, need affiliation is more pronounced. Need change is more prominent among rural people with high economic value-orientation. Need achievement is largely found among rural people with high religious values. Need change is more evident in urban areas, particularly among the low socio-economic groups. Need affiliation, need achievement and need order are more pronounced in high socio-economic groups.

Agrawal, A. (1989) studied the effect of self-esteem, focus of attention and feedback on change in performance of high- and low-castes girls. The sample included 168 girls in the age-group 10-12 years from Classes VI and VII. Each group was categorised in high and low self-esteem groups. The findings showed that high-castes girls show better performance than low-castes girls. The maximum change was produced under negative feedback and the minimum change under no feedback condition. The maximum change was shown by subjects of high-castes and high self-esteem group, and the minimum by subjects of the low-castes and high-esteem group. High-castes girls showed the maximum performance change under negative feedback,

and low self-esteem girls under positive feedback. Girls in the castes-focus groups showed better performance changed under negative feedback while girls in the self focus condition showed better performance change under positive feedback. The effect of castes self-esteem focus of attention and feedback was seen in maximum performance change by subjects of high-castes, high-esteem, task-focus and negative feedback group. Minimum change was shown by subjects of the low-castes, high-esteem, task-focus positive feedback group.

Vocational stress in relation to socio-economic status and belongingness to the weaker sections of society was the theme taken up by Bisht, A.R. (1990). In this study the objective was to bring out the vocational stress experienced by the weaker sections of society and the impact of the reservation policy (in jobs) on them. Vocational stress included vocational frustration, conflict, pressure and anxiety. It was considered with reference to class, sex and academic achievement. A sample of 960 students was taken for this study from two constituent colleges of Kumaun University. In this sample equal weightage was given to the non-weaker and the weaker sections of society.

The study suggests that reservations in employment should be based on the socio-economic status of the applicant. Since all the backward and weaker sections of society suffer from vocational stress, reservation for them in employment must continue. However, if vocational stress is found among the non-weaker sections, reservations should be extended to them also.

The problems of first-generation learners have been brought out by Patel, L.K. (1989). It is necessary to understand the problems of these people, so that their later studies may be properly guided and their adjustments with the social setting may be satisfactory. The author tried to find out the proportion of first-generation learners in the various sections of society. The problems have been classified and ways and means to solve them have been suggested. It was found that there are more first-generation learners among

girls than among boys. In each section of society, with the passing of time, the number of first-generation learners is going down. The number of first generation learners is large among Scheduled Castes, Scheduled Tribes and Backward Classes. These students suffer from a number of health problems. Faced with new challenges, the bulk of them become nervous. All of them face economic difficulties. The homes of these students do not have a congenial educational environment. Besides these they have social and family problems. Their overall problem is that of poverty. Although they appreciate the value of education and send children to school they are not able to provide facilities to them for conducting their studies properly. The children are quite conscious of these limitations.

Subrahmanian, K.A. (1989), carried out a study of perception of community support in relation to adjustment with reference to the aged. The study was conducted to see whether there was any significant difference between groups of elderly persons with a better perception and with poor perception of community support in their social adjustments, emotional adjustments, health adjustments, role activity and role satisfaction. The entire phenomenon was considered in relation to variables such as age, religion, income, family size, education, marital status, place of residence, etc. The study was made in Kerala on 554 elderly persons. The samples included 206 females from rural and urban areas. Different family sizes, religious groups, and educational, economic and marital status were represented in the sample. Three kinds of inventories—on community support, adjustment and role activity— were used for this study. The findings showed that better perception of community support facilitates good adjustment among the aged. This leads to more role activity and satisfaction. The demographic factors such as income, education and marital status influence perception of the support dimensions of adjustment role activity and satisfaction of the aged. There was a significant difference between men and women in perception of support adjustment, role activity involvement and satisfaction. The majority of the aged were not reached by the support system mainly because social intervention on behalf of the elderly was not always well grounded. This study leads to a greater awareness of factors which promote or retard the capacities of older persons to participate in social life and to improve their self-actualisation. It is necessary to protect the elderly against the stresses and strains of ageing and for this an adequate support system has to be built in society.

The problem of equality in educational opportunities of Muslim girl students in Bhopal engaged the attention of Awasthi, S.K. (1992). The study included the utilisation of educational facilities available in the school to Muslim girl students, the role of the parents in this regard and the factors that obstruct Muslim girls students from getting school education. Questionnaires, an interview schedule and observation guides were the tools used for collection of data. The samples were taken from both Hindu and Muslim girls studying in Classes IX, X and XI in 14 girls higher secondary schools. It was found that Muslim girl students use educational opportunities to a lower extent than non-Muslim girl students. They also lag behind in academic achievement. The problems faced by them are, the long distance of schools from their residence, lack of Urdu medium schools, conservative social attitudes and the presence of purdah.

THE SCHOOL AS A SOCIAL SYSTEM

Educational institutions, notably the school, play an important role in the educational system. The performance of children depends to a large extent on the efficiency of the school. This, in turn, revolves round the school climate, its infrastructure and the teachers. There are four papers under review in this section.

Bhoya, P.G. (1990) worked on the expectations of the parents of the school-children from the teachers and their wards, and the bearing of these expectations on the educational

achievement of the students. The study was based upon data collected from parents of 450 students taken from Class X in urban, semi-urban and rural schools in Nagpur division. The findings revealed that parents expected the teachers to regularly give homework to the students, to go through their homework and acquaint them with the progress of their wards. The teachers were also expected to understand the difficulties of parents and not insist on books, exercise books and uniforms, and to supply the same from the school. They were to work with devotion and honesty, give individual guidance and hold extra classes for students free of cost. They should not allow unfair means in the examination nor should they engage in similar practices themselves. They should also organise extracurricular activities like discussions and competitions. They should give more attention to qualitative progress rather than to the quantitative progress, reduce the importance given to examinations and keep continuous contact with the parents.

The parents also had a number of expectations from their wards. They were to go to school regularly, pursue their studies seriously and participate in different school activities, and help their siblings in their studies and the parents in their household work. They were expected to keep good company, respect elders, get education to earn money, stay at home after school hours and earn money during holidays. They should not watch TV and movies. They should not participate in politics, or use unfair means in the examinations. They were to read newspapers and good books.

Jena, S.S. (1990) tried to explore the relationship between village characteristics and schooling. The purpose of the study was to formulate a typology of villages based upon census data, to represent the structure and examine the distribution of educational facilities and their utilisation. The intention of the researcher was to test the conflict theory developed in the West. The assumption was that the structural properties of the village were the determining factors in obtaining different levels of schooling. It was found that the village types were closely associated with the extent of schooling. The population of the village was an important factor in deciding the level of schooling. Occupationally homogeneous and heterogeneous village types had almost the same number of schools in the pre-Independence period as compared to the post-Independence period. The overall quality of education in the sample villages was far from satisfactory. The males, the females and the adult population had higher levels of education in heterogeneous villages as compared to homogeneous villages. They had also a higher proportion of illiterates. There were differences based on socio-economic status in different sections of the population. It was suggested that small villages should be provided with peripatetic teachers of mobile schools supported by teaching learning materials. The planners should be conscious about the relationship between the social system and the educational system.

Mohapatra, R. (1988) conducted a socio-economic analysis of inter-district educational disparity at the school level in Orissa. All the thirteen districts of the state were taken up and classified as advanced or backward on the basis of 26 indicators of the composite index. The data used was collected from published sources, i.e., government reports and publications. The research revealed that from the mid-sixties to the end of the seventies, the growth in the number of primary schools was higher in the backward, tribal-dominated districts, than in the coastal districts. However, a large number of these schools were incomplete. On account of the hilly topography, a large number of habitations could not avail of the primary education facilities in some of these areas. In the coastal districts, a larger population took advantage of primary education than in the tribal area. The percentage of girl enrolment was higher in the coastal districts. The Scheduled Castes enrolment was the highest in Sundargarh. There were more single-teacher schools in the tribal areas than in the coastal areas. This affected the quality of teaching there. The drop-out rate was higher in the tribal dominated regions.

Seven districts had higher levels of educational advancement. Among them, Cuttack was at the top. Among the six lower achievement districts, Kalahandi registered the lowest level. The inter-district disparity was analysed from the angle of educational achievement. A number of socio-economic factors played a significant role in educational disparity. These were: multidimensional deprivation, the development process, scarcity of resources and ineffective educational planning. This study could provide a basis for the formulation of micro-level or district level planning of education in Orissa.

Shukla, R. (1990) conducted a study of the causes of discontent among teachers of primary and secondary schools. The sample consisted of 500 male and female teachers taken from primary and secondary schools in Kanpur District. The major findings of the study indicate that;

(i) The emoluments of the teachers are inadequate.

(ii) The social status of the teachers is not high and they are pitied by society.

(iii) The bulk of the teachers belong to the middle-class. Their working capacity is not high. Teachers belonging to the lower castes suffer from an inferiority complex.

(iv) The administration is out of tune with the ethos of the profession. Many problems are created by the bureaucrats to harass teachers.

(v) Some teachers are hard pressed by individual problems.

The best in the teachers cannot be brought out unless the problems causing discontent among them are removed. Teachers must be taken into confidence when attempts are made to solve their problems.

EDUCATION AND SOCIETY

Education does not operate in a vacuum, it operates in a society. In fact, both interact with and affect each other. The educational system is a sub-system of the social system and is not autonomous.

Socialisation is part of the educational process at an informal level. Goswami, A. (1988) conducted a study of changing patterns of child rearing practices of first- and later-born children in relation to the socio-economic and cultural aspects. The study was based on a sample of 400 children from rural and urban areas near Agra. The variables included caste, economic status, education of mothers and the size of the family. The findings were significant. It was revealed that the changing patterns of child-rearing practices for the first- and later-born children significantly differed in various subgroups. Urban mothers did not change the child rearing practices from child to child but rural mothers made a difference between the first- born and later-born children in this regard. Rural mothers showed this difference irrespective of the sex of the child. Child-rearing practices differed from the first-born to later-born children in upper and lower castes families. Upper and lower castes mothers made a significant difference in this regard, irrespective of the sex of the child. This discrimination persists among the higher and lower socio-economic status groups. The mothers in both the groups showed this discrimination irrespective of the cultural differences between these two groups.

Kanwar, L.N. (1989) studied socialisation practices at home and at school and development of personal achievement motivation among secondary school children in Assam. The samples were drawn from 19 secondary schools. Three hundred and eighty boys and girls of Class IX were drawn from different ethnic elements, socio-economic status (SES) and schools under different types of management in rural and urban areas. Research reveals that there was no significant difference in the need achievement of boys and girls. The difference between the scores of tribal and non-tribal groups in this regard was not significant. The mean personal and achievement scores of pupils from government, provincialised and missionary schools were found to be higher than those of the pupils from *ad hoc* private schools. The high-SES group boys and girls showed higher scores than the low-SES groups. The higher personal need achievement was positively related to earlier socialisation at

home. Children belonging to the high status groups on each dimension showed a higher level of personal achievement motivation than their respective counterparts from the low-status groups. Children from *ad hoc* schools showed a lower level of personal need for achievement as compared to children from government and provincialised or missionary schools. Comparison of high and low groups subdivided on the basis of sex, place of residence, SES, ethnic background and type of school management revealed significant differences between certain subgroups. Significant mean differences were found between high- and low-status group boys, high-status group girls and low-status group rural girls, high-status group children from government provincialised and missionary schools and low-status group children from *ad hoc* schools on individual achievement orientation. Similar differences were found between these groups in regard to group achievement, orientation and overall energy strength. On the basis of these research findings it can be concluded that home and school socialisation practices cause differences in personal achievement motivation.

Jena, D.N. (1988) made a study of social and occupational mobility among the artisan castes of a middle-sized town in Orissa. In this he tried to assess the role of education in promoting social mobility. The study was made in Kendrapara, a middle-sized town near Cuttack. The artisan castes were taken from varied occupations and different education and income brackets. The findings brought out that the incidence of migration was comparatively higher among the lower artisan castes than among the upper artisan castes. Urbanisation and mass media are positively correlated with mobility. There was a positive correlation among the lower-castes position, political support and financial assistance and mobility. The majority of the artisans have improved their social status while retaining their traditional caste occupation. Occupational mobility among the artisan castes is very limited. The traditional bases of status are intersecting the modern bases of status at

different points. Most of the artisans are not in favour of inter-caste marriage. In spite of modernising forces, religion continues to have a strong hold on the day-to-day activities of the artisans. They are also in favour of giving employment to women. On the basis of the research findings it is clear that the process of social and occupational mobility has contributed to accelerating the pace of social change to a great extent. But these changes have only affected the peripheral aspects of social life. The changes have been more pronounced in the artisan group which has been brought into the educational net.

Modak, A. (1989) carried out a study of Nepali women's response to social changes and the role of education in social and economic development in the hill ares near Kurseong. Women are largely employed in terrace cultivation in the hill areas of West Bengal. The present educational system and the pattern of modernisation has not changed their harsh work profile. Women in urban areas after getting education enter jobs and in formal sectors. The entry of women in formal sectors is a significant feature of social change. The literacy rate among rural women is still low. Although educational institutions have increased in number, women are still at the bottom of the eductional ladder. The nature of education available to them has low economic value. This could be remedied by decentralising the pattern of education.

Modernity claimed the attention of two researchers. One of them, Lalrinkimi (1989) studied the socio-cultural correlates of modernity in Mizoram. She wanted to investigate the extent to which select social attitudes have been transformed from traditional to modern under the impact of education. Several factors, such as family type, income, socio-economic status, parental education, media exposure, urban orientation, religion, social participation and contact with other cultures were taken as variables. People's opinions on significant issues such as co-education, sex education, women's employment, the Mizo mode of mate selection, family planning, etc., were also taken into account. The data were collected from 800 men

and women from Aizawl as well as five villages.

The findings revealed that education was effective in moulding the attitudes of the subjects towards modernity. The level of education was significantly related to the overall modernity attitude and the attitude towards family and education. Religion, marriage and status of women were not very much affected by education. The type of school attended was a significant factor. Graduates in science and technical subjects and those coming out of convent and public schools showed higher mean modernity scores in comparison to the humanities and social science graduates and government-aided school students. Personal factors such as socio-economic status, occupation, family income, and parental education had considerable influence on individual modernity. Significant sex differences were observed in views regarding women's employment. Women themselves had a positive view in this matter. The village people favoured arranged marriages.

Kalliath, R.P. (1988) made a study of individual modernity and its relation to the educational background and home environment. Individual modernity was construed as a mind-set which enables an individual to function as a rational being in modern society. The educational background was defined in terms of the level of education, the type of education, the type of management of the institution, the medium of instruction and rural or urban location of schools. The home environment was explored in terms of the modernity level of the parents, the parent-child relationship, the sibling relationship and the socio-economic status of the home. Data was collected from college students with the help of specially developed tools such as the individual modernity (IM) scale, the parent-child relationship scale, the sibling relationship scale, etc. The major findings brought out significant difference in the individual modernity of undergraduate and postgraduate students. Post-graduate students were higher on IM. Science and arts students were higher on IM as compared to the commerce students. Students of denominational institutions and English medium

institutions were higher on IM than students of non-denominational and vernacular-media institutions. There was no significant difference in the IM of students of urban and rural secondary schools and between boys and girls. There was a significant difference in the educational background of students of different levels on types of education, the postgraduate students and students of science and arts being higher than their counterparts. There was no significant difference in the economic background of students of different types of management and media of instruction. But students who had consistency of medium, and urban students and female students were found to have a higher economic background. There was a significant difference in the home environment of different levels and types of students. Postgraduate students, students of science and arts were better off in this regard than undergraduate students. Students of denominational management institutions, English medium children, students of urban secondary schools and female students were higher not only on the home environment score but also on the modernity of the parent-parent relationship scale, the parent-child relationship scale and the sibling-relationship scale.

Kashinath, H.M. (1991) investigated the adjustment among migrated Hindi and non-Hindi speaking students studying in Navodaya Vidyalayas with reference to three areas of adjustment, viz., emotional, social and educational. The variables taken were sex and locality. The sample comprised 235 students in four Navodaya Vidyalayas in Class IX. Among them, 53 were urban, 183 were rural; 201 were boys and 34 were girls. There were 197 non-Hindi speaking and 38 Hindi-speaking students.

The major findings showed that Hindi and non-Hindi speaking boys do not differ significantly in respect of their emotional and educational adjustment. However, they differ significantly in social adjustments. Hindi and non-Hindi speaking girls do not differ significantly in any aspect of their adjustment. Rural students coming from both the groups differ significantly

in respect of their emotional and educational adjustment. But they do differ so far as their social adjustment is concerned. Boys and girls in both the groups do not differ significantly in their total adjustment. Hindi speaking girls and non-Hindi speaking boys do not differ significantly in respect of their total adjustment. Similarly, the rural and urban students, do not differ significantly in respect of their total adjustment. The boys in both the language groups were emotionally and educationally adjusted in a better way than at the social level. The girls in both the groups were better adjusted at all the three levels. Rural students from both the groups were better adjusted emotionally and educationally, rather than at the social level.

Pandey, R. (1988) attempted a review of perspectives bearing on education and society. The purpose of the study was to critically analyse the literature in sociology of education in the context of the relationship between the school and the society. He takes two broad models used by scholars in sociology of education. One model assumes the dependence of education and schools on the structure of society and on their elites. This model emphasises the power to command, the power to restrain and the power to profit from educational institutions and ignore the face-to-face relationship. The other model treats education as autonomous. It treats human beings not only as products of social forces but as constantly shaping and creating their own social world interactions with others. The emphasis in this case is on the active, creative side of the teachers and the taught who negotiate and construct reality through everyday, day-to-day, face-to-face classroom interaction. This model ignores the relationships between the school and other societal sub-systems in terms of social class relations. The author makes a plea for a holistic model to take cognizance of differing perspectives of both the autonomous and dependency models.

Gaur, A.K. (1988) studied the teacher educators of Rajasthan to find out their problems in different types of institutions. The sample consisted of 310 teacher educators selected from the training colleges. The main findings of the study were that teacher educators in the unaided training colleges were at the mercy of their managing committees. They did not enjoy the facilities available to their counterparts in government colleges. They had no proper library facilities and lacked participation in seminars and the refresher courses. They had no opportunities for career advancement. The teachers in these colleges were appointed by promotion from secondary schools. They are affiliated with the primary and secondary education and not with higher education. Those working in autonomous institutions suffer from excessive workload and also face problems like job insecurity and have to observe restrictions in dress and food. There is a significant difference among the problems of the different socio-economic status groups. There is no significant difference in the teaching attitudes of different teacher educator groups. Similarly, there is no difference among the problems of male and female teacher educators.

Vijaya Rani, D. (1992) tried to find out the differences in child-rearing practices among different categories of mothers, working and non-working, educated and illiterate. She also tried to explore the relationship between child-rearing practices and the income level of the family. The sample comprised 20 male and female children in the age-group of 0 to 5 years belonging to families of working and non-working mothers in Anna district of Tamilnadu. The tools used for research were an interview schedule and observation of children at home. It was found that non-working mothers spent more time than working mothers in feeding their children. This was also true in the case of breast-feeding. Both educated and illiterate mothers encouraged self-feeding to the same extent. Mothers in both the groups spent equal time in feeding their children. Educated mothers spent more time on clothing their children than working mothers. In high income families there was greater frequency of changing the dress. Illiterate working and non-working mothers and low-income parents punished their children more than the educated working and non-working mothers and the

middle- and high-income parents. Mothers in different groups did not show any difference in shouting at their children. On the basis of the findings, the researcher suggests that parents should be given some education in child-rearing practices. The fathers of the children should also be involved in child care.

Pandey, V.K. (1988) studied social mobility among women in Raipur in Madhya Pradesh. The main objective of the research was to find out the trends, direction and consequences of social mobility among women as well as the factors responsible for it. The study revealed that the social position of women has risen as also the awareness of their rights. Upper class women play a more important role than others in deciding about the education of their children and their career. Education is an important factor in promoting social mobility among women. The bulk of the women felt that the caste system should be reformed. However, the different castes still keep intact their endogamous character. The majority of the women want caste to be replaced by class, particularly in the urban areas. The bulk of the women in all groups still think that the decision about marriage should be taken by parents. Urbanisation and modernisation are regarded as very important factors for bringing about many changes in the day-to-day life of urban women.

The role of women in social transition in Bengal in the second half of the 19th century has been analysed by Goutam, N. (1983). It is basically a historical study. Radical changes occurred in the social position of Bengali women during this period. The changes in the outlook of the women themselves accelerated the process of change. This was possible through the spread of education which received support from the government as well as the voluntary sector. The contribution made by the Brahma Samaj towards education and emancipation of women was remarkable in Bengal. Though women of respectable Hindu families joined in large numbers at school level, their entry into higher education was largely opposed. Education was supposed to improve their moral character and

underline their feminine qualities. The spread of modern education in this period promoted a temperament of scrutiny of existing social practices and helped create a new set of social values in which men and women were not separated.

Singh, A. 1988 studied the relationship of modernisation with the academic achievement, intelligence and socio-economic status of undergraduate students. This is an attitudinal study. The sample consisted of 400 boys and 200 girls from 8 colleges of Avadh University. The major findings suggested that the higher the level of academic achievement, intelligence and SES, the higher is the attitudinal level of modernisation. The attitude towards modernisation does not differ among students with urban and rural background. The atitudes of female undergraduates was far nearer to modernisation as compared to their male counterparts. Undergraduates belonging to the upper castes and Scheduled Castes differ widely in their attitudes towards modernisation. Hindu undergraduates have a much more modernised outlook than their Muslim counterparts.

EDUCATION AND POLITICS

Politics at different levels directly and indirectly influences the nature of education in a community. In recent decades it is seen not only through ideology but also through control over educational institutions by politically oriented groups or individuals. Student bodies are also split in their support to different political parties. In fact, politicisation of the group begins at the school level.

In a paper entitled "Reign Over Politics", Groenou, W.V.W. (1990) tried to identify the relationship between education and political intervention, and in this process identified two types of pedagogies—individualising pedagogy and community-oriented pedagogy. The sample of the study was taken from four schools associated with the Krishnamurthy Foundation of India. Out of the total sample of 94, 38 were girls. The students were in the age-group 14 to

16 years. It was found that a positive relationship existed between political pedagogy and proper political judgment. The findings pointed out that child centered pedagogy with political background is desirable. General pedagogy was correlated with prudence in setting up rural TV for children. The author is clearly in favour of small-scale schools. Individualising pedagogy came out with better performance on restoring craftsmanship. The findings clearly show the benefits of individualising pedagogy. The correlation between general pedagogy and imagination for the linear dilemma has also been brought out.

Student unrest attracted the attention of two scholars. One study was conducted by Trivedi, K.K. (1989) in Kanpur. He directed his attention to the causes and incidents of student unrest in the Kanpur University, campus and the colleges affiliated to the Kanpur University, located in the city, between 1982-87. The study covered a sample of students, teachers, non-teaching employees, administrative officers, guardians and some political leaders. Schedules were used for data collection. The major findings pointed out the causes for unrest. The main causes identified were irregular academic sessions, loose administration and poor dealings with students, unhealthy relationships between teachers and students, lack of fairness in dealing with admissions and examinations, undue interference of undesirable elements and political parties through students' unions in the working of Kanpur University and the colleges, lack of proper teaching atmosphere, maladministration in the colleges, ineffective dealing of the administration with students at fault, lack of job-oriented education, general atmosphere of agitations, lack of character in both the family and society, bad effect of films, lack of control of guardians over their wards, etc. The author made certain suggestions for eliminating these causes.

The other study was carried out by Srivastava, S.K. (1989) with reference to Banaras Hindu University. The objectives of this study included an exploration of the causes of campus unrest at the perceptual and actual level, and the remedies suggested by student leaders. The researcher also tried to analyse the level of satisfaction and dissatisfaction at personal, familial, institutional and social level. The relationship between political awareness and the leadership patterns among students were also studied. The reasons for the frequent conflict between students and authorities were analysed. In the course of the study, event-analysis of students, movements, and their causes and consequences were also taken up. The sample consisted of leaders among teachers, politicians and administrators. A large number of students and teachers were also covered. The causes of unrest were classified into five groups viz., academic and institutional, socio-psychological, political, socio-economic and cultural, and police action. The major causes of students unrest were political parties, outsiders, the law-and-order problem, socio-economic causes, frustration among students, election strategies, parents and home environment, neglect of students, government indifference, problems caused by student leaders and teachers, costly education, atmosphere of agitation, lack of character, lack of extra curricular activities, commercialisation of education, teacher politicians, eve teasing, etc. The researcher suggests certain steps to reduce the frustration among students. This could be done by guaranteeing education, work, health and houses to all.

Factors contributing to student indiscipline in the polytechnics of Haryana State formed the subject of research by Malhotra, M.M. and Menon, P.N. (1991). This study attempts at identifying the factors that contribute to indiscipline in polytechnics. The types of indiscipline have also been discussed. The sample was selected from four out of twelve government and privately managed schools. Ten per cent of the student population of each of the institutions was covered. Simple statistical tools like ranking and coefficient of accordance were calculated for studying the relationship among the perceptions of students, teachers and administrators regarding the frequency of the incidence of such indiscipline and its contributory factors.

The most important factors of indiscipline among students are ragging of first year students by seniors, copying in the examinations, late coming in the classroom, wandering during class time and absence from classes. There was a significant agreement among students, teachers and administrators of polytechnics on assigning ranks to factors contributing to 12 problems.

Sharma, R.R. (1990) conducted a study of activist and alienated students in relation to their socio-economic status among male students in post-graduate colleges affiliated to Garhwal University at Srinagar. The main findings showed that there is no significant difference between activists and alienated students in regard to their family education. However, there is a significant difference between them as regards their parent's occupation, income, and, in general, in their socio-economic status.

Singh, S. (1982) made a comparative study of Hindi and Kannada textbooks bearing on political socialisation. The study is based on a content analysis of textbooks used in Classes X and XI. The samples were drawn from Indore and Mysore. The major findings of the study were that in both the languages in the primary section books, there was a lower percentage of lessons and pages related to manifest politicisation. In the middle section the percentage increased, but in the higher classes this percentage went down. The result is that the required knowledge of manifest politicisation is not being imparted to adolescent students. A positive relationship was observed between the education of parents and the political socialisation of children. The majority of the student respondents reacted against social evils. They were aware of the steps taken by the government for attaining the socialistic pattern of society. The students understood the linkage between chapters related to political socialisation. It was recommended that more systematic, thorough, influential, intensive and stable knowledge should be imparted through textbooks rather than through the mass media.

Two papers, both from Orissa, deal with two kinds of elite, academic and political. Mohanty, R.N. (1992) made a study of significant dimensions of the academic elite, their social characteristics, career patterns, role perception and role performance, job satisfaction, alienation from the social order and their attitudes towards modernity. Four hundred and fifty-five teachers were selected for the sample. A questionnaire and three scales measuring job satisfaction, alienation and modernisation were used as tools. There were more male respondents than female. The bulk of teachers were in the young and middle age group. The representation of the Brahmins seems to be on the decline although their percentage is higher than the other castes. Those who have a tradition of education in the family have a better chance of entering the academic profession. The majority of the teachers came from the middle class background, Hindu religion and nuclear families. The academic elites experienced intergenerational mobility in terms of education and occupation. The bulk of the academic profession has average academic attainments. Lecturers have better qualifications than readers and professors. The soico-economic profile shows that they have been drawn from the urban background. Even after getting the revised UGC scale, the academic elite does not have job satisfaction and suffer from an intense feeling of alienation.

The second study, conducted by Dash, A.K. (1990) examines the social structure and characteristics of the new political elites who are emerging with the disappearance of the old elites and which reflect as well as affect the developmental changes. The sample is made up of the members of the Orissa Legislative Assembly. The major findings of the study are that the political elite of Orissa comprises people drawn from various strata and SES categories. Younger people dominate the field while the number of women in the group is very small. The elite group has a higher level of education and caste than the general population. Political socialisation can occur at various stages of life. The political elites have reached their present position in the state politics after working at the local level for quite some time. They are more alienated along the axis of isolation and normlessness compared to the axis of

powerlessness. They are highly cosmopolitan in their range of interests. They are highly innovative and favourably oriented towards new technology. However, they are not so open with regard to social customs. Some of them hold modern values highly.

Raghuvansh, S. (1992) made a study of the educational implication of secularism. The study aimed at analysing the concept from the philosophical standpoint in the context of the Indian Constitution and to find out if the content of the curriculum followed in Allahabad schools promoted it among students. The sample was drawn from the primary and secondary schools of Allahabad, some educationists from all over the country, some literary figures, and an equal number of politicians belonging to different political parties. The content analysis of the curriculum of the schools was also made. It was found that the concept of secularism was a Western concept. In India there was a clear-cut distinction between the sacred and the mundane. There was no conflict between the state and the church. Secularisation of Indian education took place under the British. Later it was included in the Indian Constitution. The majority of the respondents believed that secularism meant equal respect for all religions. The need for a uniform civil code was aired. Economic criteria rather than caste and religion were regarded as the correct basis for making reservations. Secular thoughts should find a place in the school curriculum; modern values should be stressed. The content of school textbooks fail to develop rational attitudes and scientific thinking in the pupils. The understanding of other cultures and religions through teaching material was thought of as deficient. Immediate secularisation of the whole educational system and improvement of textbooks was needed.

MISCELLANEOUS

In one paper, current educational concerns such as the total literacy campaign has been discussed. Sengupta, C. (1992) made a study of the sociological impact of the total literacy campaign in the district of Midnapur in West Bengal. The main objective of the study was to find out the extent to which the adult learners have acquired the content of literacy education beyond the literacy skills of the three Rs, to understand its socio-political consequences, and the impact of literacy on the day-to-day life of neo-literates, and to find out whether literacy can cut across class, ethnic and spatial boundaries. The findings revealed that the total literacy campaign has a positive impact on the collective consciousness at political party, administrative and grass-roots levels. Such impact extends to social and political awareness, functionality, equality of sexes and scientific temper of the neo-literates. It had a uniform impact on all, advanced, moderate and backward blocks and villages. The performance of female respondents was better than that of males. Neo-literates belonging to backward classes achieved lower levels of consciousness as compared to those belonging to the Scheduled Castes and Tribes and the high castes. The performance of the minorities was not very promising. The quality of life of the neo-literates had improved. However, longitudinal study is a better method to evaluate the impact of literacy programmes.

Aikara, J. (1990) reviewed research in sociology of education between 1979 and 1988. Most of the research in the field during this period relates to education and stratification, equality and education with reference to Scheduled Castes and Scheduled Tribes. However, research on intra-group variation among the SC and ST, non-SC, ST communities, nomadic and semi-nomadic communities is absent. Research on women's education has picked up. There is greater stress on education and social development with focus on rural development and individual modernity. Alternatives in education such as non-formal and adult education have received the attention on scholars but there is hardly any study on the impact of adult education on society. The relationship between education, economy, polity, religion and family has not been adequately researched. Similarly, educational administration has received scant attention. The same is the case with the impact of education on social mobility.

The educational contributions of certain

communities has attracted the attention of two scholars. Mistry, D.S. (1988) has studied the contributions of the Parsi community to the educational effort. Data were gathered through documentary analysis and interview. It has been found that the Parsi community improved its social and economic status through education. The rich among them opened schools, hospitals and technical schools in Bombay. These institutions were open to all. A professional body of eminent Parsis trained students in academic and non-academic areas. The Parsi males were non-enterprising while the females were hardworking and better educated. They had adopted the small-family norm. They showed a spirit of solidarity and adopted the principle of earn while you learn.

Wadhawan, B.G. (1988) conducted a similar study of Sindhi organisations' efforts in education at different levels in the State of Maharashtra. The Sindhis are enterprising and industrious and have made a mark as leaders of trade and commerce at the national and international levels. The educational institutions are financially sound and autonomous. They are co-educational and take students on the basis of merit. The students in these institutions are largely non-Sindhi. The institutions are well disciplined and are popular with the guardians.

Waghmare, J.K. (1989) conducted a study of the educational, social and economic problems of Banjara students in the Yavatmal district. The study brought out that the infrastructure provided by the Ashram schools, where the Banjara students study, was poor. There was scarcity of teachers and the conditions of hostels were not at all satisfactory. Medical facilities were lacking. The daily income of the Banjara community was very low. Most of them were heavily in debt. Only 5% of the people were employed throughout the year. Forty per cent of the people got employment for periods up to three months; very few were benefited by the government programmes.

There are a number of communities who are disadvantaged and have special educational problems. The Telugu potters in Kerala are one such community. Because of their migration, history and other socio-economic cultural factors they have problems regarding the schooling of their children. Vijaykrishnan, B. (1992) has tried to focus attention on the demographic features of Telugu potters in two settlements with special reference to their family size, clan grouping, income, occupation, attitude of parents towards schooling, non-enrolment and drop-outs. The research pointed out that the literacy level of the family was positively correlated to the education of the male and the female head, the income of the family, the number of children in the age-group 6-14 and the overall family size. There was no significant correlation between the failures of children and the literacy level of the family, the education of the head of the family and the total family income.

The role of education in the development of national character in India was explored by Singh, A.K. (1991). The study was conducted with special reference to the Bhagalpur district in Bihar. The findings revealed that the illiterates can only hire out their labour. They lack opportunities for development. They know their limitations and do not come into conflict with others. They are not cowards, they struggle hard to make a living. According to the researcher their character is a blend of desirable and undesirable attributes in the proportion of 3:2. The literate section of the population possesses self-dignity, self-dependence and love, peace and are enthusiastic, courageous and kind. They bear responsibilities but indulge in nepotism and extravagance. They are result-oriented and crave for wealth and property. They do not work as hard as the illiterate people. The highly educated people or the elite of the society are traditional, enthusiastic, reasonable, sincere and determined. They are, however, drifting away from Indian culture. About the character of the general Indians, the researcher has discussed certain attributes like peace-loving, hospitable, sincere, etc. They tend to spend extravagantly on social occasions. They do not like flattery and are neither cruel nor cowardly. Education seems to have a considerable impact on building of

national character.

Yadav, M.S., Govinda, R. and Kumar, S. (1977) made a case study of an integrated approach to resource utilisation for educational development in a rural area in India. The main objective of the study was to identify the resources existing in the village and explore the possibilities for their use in educational and developmental programmes in the community. The study was made in a village in western Uttar Pradesh. The bulk of the population was engaged in agriculture and the literacy percentage was 42%. Thirty-six per cent of the families were in the lower socio-economic class, 51% in the middle economic class and 13% in the upper class. The villagers have adopted modern technology. The village school has a three acre farm attached to it. Skilled workmen in various occupations are available to acquaint the children with latest innovations in agricultural production. The literacy level of women was low but 13 women who were educated could be used in various fields of learning on a part-time or full time basis. The educated unemployed men could be utilised for adult and non-formal education classes. People engaged in different occupations could be used to give orientation to school-children in the school. Local resources could be utilised to the maximum for making educational development more meaningful and relevant.

Sharma, J.D. (1992) made a sociological study of the language and social science textbooks produced by the NCERT to identify significant societal concerns and to develop a comprehensive criteria for evaluation of textbooks from this point of view. The societal concerns to be looked for in the textbooks were democracy, social justice, environment, secularism, social reform, modernisation, national integration and international understanding. It was revealed that both Hindi and English textbooks did not adequately reflect the societal concerns made out in the policy documents and the national curriculum framework. Evaluation of twelve textbooks —out of 20 books used for evaluation however, showed that all the eight concerns have been duly taken care of in their contents.

Democracy and secularism are reflected in all social science textbooks except in geography. Social justice has found place in all the textbooks in the social sciences. Social reforms have been elaborately dealt with in history books. Seven textbooks have a pointed reference to national integration. The treatment of international understanding in most of the texts was disappointing. The researcher has been able to identify some sensitive and prejudicial references which could be eliminated. Such a study was very much needed as the societal concerns mentioned above have to be promoted and instilled in the minds of the children from the school stage. The shortcomings pointed out could be duly removed so that the usefulness of the textbooks could be enhanced.

CONCLUDING REMARKS

Methodology

In most of the papers, an attempt has been made to use sophisticated statistical tools. There is also stress on quantification of data derived from questionnaires and schedules. This is but natural as the bulk of the papers included in the review are based upon M.Phil., Ph.D. or D.Litt. theses in which there is a premium on measurement and establishment of correlations between different kinds of variables. Most of the works are excellent academic exercises using various kinds of scales and other instruments devised for this purpose. Since most of the researches are conducted in the departments of psychology and education, the impact of methods and tools used by psychologists is quite obvious. In most of the studies hypotheses have been put forward and tested for their validity. The importance of issues and research questions have been eclipsed by the hypotheses. In some cases, the fundamentals are missed while the trivial aspects gain respectability. Sometimes, at the end of the study one is apt to conclude that not much has been added to the existing stock of knowledge. It seems that there is an over-dependence on the survey method. Chitnis, S. (1974) observed that this might have been due to a dearth of tools in

the form of indices, concepts and models of research. We, however, think that the survey method is more popular because it is easier to operationalise and thus both the researchers and their guides are attracted to it.

One of the main objectives of research in sociology is to explain social realities. However, this is not so in most of the studies as the researchers stop with the description of the social phenomenon. In the absence of depth studies and analysis of the social phenomenon, the entire spirit of social research is lost. Some of the researchers do not take into account similar work in other disciplines. In social anthropology there is a sizable literature on national character. Some of the insights gained from such studies could have been used in the study of the Indian national character which has been reviewed in this trend report. Probably the researcher was not aware of these studies. It is, therefore, necessary that an interdisciplinary perspective is evolved in researches which fall in the twilight zone of more than one of the social sciences.

Gaps in Research Themes and Agenda for the Future

Education is an important input in the development process. It has been widely acknowledged that the pace of development is faster in an educated society. It is also seen that the avenues for development, both at the individual and the community levels, multiply. It is, however, not clear at which level education becomes effective. A lot of claims are being made for literacy in this regard. This has, however, to be empirically verified.

The teacher's role in education has not received as much attention as it deserves. In recent times, the problem of teacher absenteeism is becoming acute. This obviously relates to lack of commitment to the job. While job satisfaction has attracted the attention of researchers, job commitment has been neglected. If it is found empirically that such commitment is lacking, the reasons have to be found out and efforts have to be made to remedy the state of affairs. Such a research, therefore, would have important policy implications.

Lack of infrastructure and of teaching-learning materials at the primary and secondary school levels in spite of "Operation Blackboard" has been reported from many areas. Some research input should also go into this. It has been observed that women teachers are more effective than male teachers at the primary level. This has to be tested in the field along with the role conflict among the women teachers between the home and the job role.

Another issue on which the school climate revolves is that of the intra-school relationship which has two dimensions: (a) the relationship between the teachers themselves and between the teachers and headmasters and non-academic employees, (b) the relationship between the school staff and the management. Another set of relationships is that existing between the school and the community. This again has a bearing on school efficiency. It has two aspects: (a) community support to educational effort through the school, (b) community control and supervision over school activities. An important dimension of this is the emergence of the parent-teacher association.

The relationship between education and politics has wide ramifications. While student indiscipline has got the attention of scholars, student leadership, the role of political parties in students associations, the part taken by students in popular struggles for airing people's grievances, and the rise and fall of students' movements at large have not received the attention they deserve.

In the last eductional survey it was pointed out that research in education continues to be limited to formal education. During the period of this review this situation has not changed. During the previous decade an enormous amount of money and effort has gone in the field of non-formal education in different parts of India. Unfortunately, there is no research in this area either on its techniques or on its total impact on society at large. Similarly, there is only one paper on the total literacy campaign, dealing, among its multifarious aspects, only with its impact.

Universalisation of elementary education has been recognised as one of the important goals. However, the constraints in this area which prevent us from realising this goal have not attracted the attention of any scholar. The problem of drop-outs and its economic and non-economic aspects, which necessitate non-formal and adult education, has to be studied in greater detail.

The decline in attendance in most schools and the emergence of parallel schools and tutorial and coaching classes needs to be studied so that necessary remedies may be found out for the malady.

In recent years, education at different stages has been commercialised. Schools are being treated as a business activity. Pre-primary and primary education has become a profitable enterprise for entrepreneurs. The evil is not confined only to cities but has spread to suburbs and small towns. This has a bearing on the existence of two parallel streams with different levels of performance, one for the elite and the other for the masses.

In recent times there has been a great deal of discussion about the enlargement of the private sector in the educational effort. A large number of private institutions have been coming up in the wake of the stress on privatisation. It is necessary that some researches are made in this area to throw light on the Indian experience in this regard.

There is a great deal of stress on enrolment. However the rush is only at the time of admissions. No one seems to bother about the quality of the educational services available since the examination results are not directly linked to the performance of the children. The malpractices in examinations are proliferating. Students, teachers and guardians connive at and promote it. These aspects and their social ramifications have to be looked into by educational researchers.

In the last review a suggestion had been made that some fundamental studies be taken up at the national level by some organisations. One theme for such studies is community support to education at different levels. Other themes bearing upon the national concerns in education could be thought of. Researches based on a common pattern could be taken up in different states to ensure comparability. Interested university departments of education, sociology or psychology and research institutions in different parts of the country could be involved in this task.

It is time the researches in education went beyond the captive clientele of students in schools and colleges and covered parents, guardians, teachers, social activists, administrators and social leaders. The multi-disciplinary perspective should be strengthened to make educational researches more socially relevant and policy-oriented.

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