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By: *Kshyama Sagar Meher*

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QUESTION PAPER

June – 2023

(Solved)

SOCIETAL CONTEXT OF EDUCATION

M.E.S.-14

Time: 3 Hours] ***[Maximum Marks: 100***

Note: *(i) All the questions are* ***compulsory.*** *(ii) All the questions carry* ***equal weightage****.*

Q. 1. Answer the following question:

Describe the meaning and types of social diversity. Discuss how social diversity influences education.

Ans. Ref.: See Chapter-16, Page No. 122, 'Explaining Social Diversities' and Page No. 124, 'Influence of Social Diversity on Education'.

Or

Explain the concept and need of Alternative Education. Discuss briefly its theoretical perspectives.

Ans. Ref.: See Chapter-18, Page No. 143, 'Alternatives in Education: The Concept' and Page No. 145, 'Theoretical Perspectives'.

Q. 2. Answer the following question:

Discuss major ideologies which shaped curriculum in post-independent India.

Ans. Ref.: See Chapter-13, Page No. 104, 'Ideology and Curriculum in Post-Independent India'.

Or

Describe the meaning and types of social stratification. Explain the relationship between education and social stratification.

Ans. Ref.: See Chapter-2, Page No. 11, 'Social Stratification' and Page No. 30, Q. No. 2.

Q. 3. Answer the following questions:

(a) **Describe the role of family and peer group in socialization of a child.**

Ans. Ref.: See Chapter-1, Page No. 6, 'Family and Peer Group'.

(b) **Differentiate internal efficiency of education from external efficiency of education.**

Ans. Ref.: See Chapter-4, Page No. 35, 'The Internal and The External Efficiency of Education'.

(c) **Mention the differences and similarities between teaching at pre-school level and teaching at elementary level.**

Ans. Ref.: See Chapter-10, Page No. 81, 'Teaching to Infants and Teaching School Children'.

(d) **Examine the role of education in social and cultural reproduction.**

Ans. Ref.: See Chapter-8, Page No. 66, 'Social and Cultural Reproduction'.

(e) **Examine how policies at national level influence educational operations at institutional level.**

Ans. Ref.: See Chapter-6, Page No. 50, 'Policies at the International Level', 'Policies at National Level' and Page No. 51, 'Policies at the Institutional Level'.

(f) **Discuss briefly the role of mass media in education.**

Ans. Ref.: See Chapter-15, Page No. 113, 'What is Mass Media? and 'Mass Media and Education'.

Q. 4. Answer the following question:

What is meant by community participation? Critically analyse problems and issues involved in community participation.

Ans. Ref.: See Chapter-11, Page No. 86, 'Understanding Community Participation' and Page No. 90, 'Problems and Issues'.

■■

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QUESTION PAPER

December – 2022

(Solved)

SOCIETAL CONTEXT OF EDUCATION

M.E.S.-14

Time: 3 Hours] ***[Maximum Marks: 100***

Note: *(i) All the questions are* ***compulsory.*** *(ii) All the questions carry* ***equal weightage****.*

Q. 1. Answer the following question:

Explain the concept of development. Discuss how education plans an important role in the process of development in a country.

Ans. Ref.: See Chapter-3, Page No. 22, 'Development' and Page No. 27-28, Q. No. 3.

Or

What is meant by the 'rate of return approach'? Describe various types of returns to education and their beneficiaries.

Ans. Ref.: See Chapter-4, Page No. 30, 'The Rate of Returns to Education'.

Q. 2. Answer the following question:

Explain how teacher is considered as an instructional input. Discuss his/her role in planning, transaction and evaluation of curriculum.

Ans. Ref.: See Chapter-9, Page No. 71, 'Teacher as an Instructional Input' and Page No. 72, 'Teacher and Curriculum'.

Or

Examine school as a social system. Discuss how differences in social structures at the elementary and secondary school levels impact the process of socialization among learners.

Ans. Ref.: See Chapter-7, Page No. 57, 'School as a Social System'.

Q. 3. Answer of the following questions:

(a) **Explain Freud's psychoanalytic theory of socialization.**

Ans. Ref.: See Chapter-1, Page No. 4, 'Freud's Psychoanalytic Theory of Socialization'.

(b) **Discuss factors affecting social mobility.**

Ans. Ref.: See Chapter-2, Page No. 17-18, 'Factors Affecting Social Mobility'.

(c) **Explain reflection as a powerful tool for learning.**

Ans. Ref.: See Chapter-12, Page No. 97, 'Reflection as a Powerful Tool of Learning'.

(d) **Differentiate conventional education from satellite-based tele-learning.**

Ans. The following table differentiates conventional education and tele-education. It shows there are many Advantages in interactive educational channel:

Traditional Education	Satellite-based Tele-education
• Reach is limited	• Distance free
• Interactive face-to-face learning	• Interactive education
• Travel cost is high	• Great savings in the travel costs
• Eminent experts cannot reach every place where the classes are organized	• Eminent experts can reach and interact with participants
• Lacks uniformity of education	• Uniformity of education is inherent
• Loss of information	• No loss of information

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Sample Preview of The Chapter

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SOCIETAL CONTEXT OF EDUCATION

EDUCATION AND SOCIETY: CONCEPTS AND PERSPECTIVES

Education and Socialization

1

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INTRODUCTION

Socialization is the learning of socially desired values, norms and roles by the members of a particular group, community or society. Since birth, human being tries to be social by observing and learning from others. Socialization enables a person to take part in social life. In this chapter, various aspects of socialization including its meaning, stages and types are discussed. The relationship between education and socialization, various agencies of socialization such as family, peer group, school and mass media and different theories of socialization are also discussed.

CHAPTER AT A GLANCE

MEANING AND CONCEPT OF SOCIALIZATION

A child at the time of birth is just a biological organism with only animal needs and impulses. He does not know anything about social behaviour. As he grows, he learns to behave by observing others. Human being has innate capacity to learn and communicate. He learns group-defined behaviour initially from parents or family, then from social institutions like the community, peer group and school. He becomes a responsible and useful member of society. The process of learning the values and norms or the mode of learning to live in a society is called socialization. Human being imbibes socially desired values and norms so deeply that it becomes part of his behaviour. The learning of principles, values and symbols of the social system is a life long process. Thus, main characteristics of socialization are:

(i) Socialization helps a person inculcate values, principles and norms in a society.

(ii) It enables a person to enact certain roles in a social system.

(iii) The roles a person enacts are in accordance with what he has learnt from the process.

(iv) The roles a person enacts are the expression of his social nature.

(v) The social nature enables a person to participate in the social system.

(vi) The influence of one's interaction with the society determines the nature of what communicates in a society.

(vii) Most human behaviour is learned and it is not instinctive. The capacity of a child to learn and internalize behaviour is called the plasticity of human nature.

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(viii) Learning of values, norms and principles is a life-long process.

Stages of Socialization: Socialization is a life-long process. It cannot happen at a time. The socializing agent does not teach every thing at once and focuses on one task or on a few tasks at a time. The process of socialization is gradual. Socialization from infancy to adulthood, according to social scientists, can be divided into four different stages. They are:

1. The oral stage
2. The anal stage
3. The oedipal stage, and
4. Adolescence.

At the oral stage, a child learns to signal his urgent needs for care and builds-up fairly definite expectations about feeding time. At this stage, he is not involved with all the family members or the whole family. He is involved only in the sub-system consisting of himself and his mother.

The anal stage covers the period between first and third year of a child's life. During this stage, the child receives love and care and gives love in return. The main focus in this stage, however, is the toilet training. The child internalizes two roles – his own and that of his mother. He separates his role from that of his mother.

The oedipal stage covers from the fourth year to puberty. The child realizes as a member of the family. During this stage, a person identifies himself/herself with the social role ascribed to him/her on the basis of his/ her sex.

Adolescence or the fourth stage begins at puberty. A young boy or a girl wants to be independent from his/her parents. This period sees a crisis, precisely due to the strain produced by much greater demands for independence. By the time a person attains maturity, major part of socialization is over, although it continues for whole of the life.

Types of Socialization: On the basis of needs of individuals, socialization can be divided into two broad groups – primary socialization and secondary socialization. The basic physical needs such as thirst, hunger are called primary needs while secondary needs are those which emerge to meet primary needs which are required to earn livelihood. Family is called primary institution because it fulfils the basic needs of human beings, whereas a school is a secondary social institution because it meets the derived needs of the children. The parents are primary socializing agents, whereas the teachers are the secondary socializing agents. Inculcation of norms and values in the family is called primary socialization, while the process of imbibing norms, values and behavioural patterns of school is called secondary socialization. Primary socialization happens in infancy and childhood. The child learns basic behavioural pattern at this stage, thus it is the most crucial stage of socialization.

Secondary socialization starts from the later stage of childhood and goes up to maturity. However, the process of socialization never ends in life. The school, peer groups and other institutions which play a role in a person's life are socializing agents.

In modern societies, individual's loyalty to a particular social group weakens because the social mobility of individuals and groups take place more frequently. He starts inculcating the values, norms, behaviour patterns of another group in anticipation of being accepted as its member. This is called anticipatory socialization. Based on the reference group theory, according to which the norms, values and the behaviour patterns of the individual are determined with reference to a particular group or groups. For example, individuals who have acquired wealth suddenly try to follow the values and lifestyle of upper strata of society. They tend to change their dress, behaviour and even their language and custom. For example, they start demanding dowry and force their women folk to observe *parda* on other 'distancing' customs.

Education and Socialization: Education is a social process which prepares an individual to lead a meaningful and dignified life. Education plays an important role in shaping the structure of society. Through education a person learns skill, values and behavioural patterns. Education ensures self-preservation and continuity. At the same time, changes in society mould the education system itself and it acquires complexity. Education thus is a

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process of socialization through which a person adopts to the changing conditions of a society.

Thus it can be derived that,

(a) Education is a social process, and

(b) Education is a process of socialization.

We will discuss both the statements in detail. When we say education is a social process it implies

1. Education happens in a society and thus gets influenced by the society in which it takes place.
2. The social milieu itself educates.
3. Education is provided at school, one of the important social institutions. The role of school is influenced by that of others.
4. Education has a social role and is involved in moulding the future society.

When education is a socialization process, it implies

1. Education occurs through social interaction.
2. It is much more than instruction.
3. Even as people never enter a school, they receive a certain degree of education.
4. Formal education is socialization with an objective and in a desired direction.

All learning, however, is not socialization because some of what one learns may not be relevant for taking part in given social role. For example, learning to take drugs or smoke cigarette may against the norms of participation in given social roles among certain social groups.

THEORIES OF SOCIALIZATION

The processes of socialization has been analysed in different ways by social scientists. Here, we will explain some of the major theories of socialization.

Cooley's Theory of Socialization: Charles H. Cooley in his book *Human Nature and Social Order* (1902) has explained how the self of an individual develops and socialization occurs with his concept of 'looking glass'. The role of primary groups and social interaction, especially communication, according to Cooley, are vital in the formation of personality. Thus, self of a person develops within a context of social relationship. Self is social as self and others do not exist as mutually exclusive facts.

Cooley's concept of 'looking glass' or the reflected self has three basic elements, which are involved in the development of self and formation of personality. They are:

1. The imagination of our appearance to the other person.
2. The imagination of his judgement of that appearance.
3. Some sort of self-feeling, such as pride or mortification.

Social interaction is very important in the development of an individual's personality. This is the view of Cooley. The child remains conscious during interaction with family members as to how they perceive his behaviour towards them. The child develops a feeling about himself on the basis of their judgement. It has a great influence on the child's personality. The child may become an introvert if he gets regular condemnation and he may be an extrovert if he receives regular appreciation. The ideas and attitudes of the people of the surrounding with whom the child interacts become the base of his socialization.

The primary groups such as the family, play group and neighbourhood play a key role in socialization. This is what Cooley says. These groups are the nursery of human nature, giving the child with his complete experience of social unity. These groups are charac-terized by intimate, face-to-face association, direct cooperation and conflict. Experiences in these groups inculcate in the child's social ideals like the spirit of service, kindness and adherence to social norms.

Mead's Theory of Socialization: George Herbert Mead's theory of socialization is based on two basic assumptions:

(1) The biological frailty of human organisms force their cooperation with each other in group context in order to survive.

(2) Those actions within and among human organisms that facilitate their cooperation, ensure their survival. An individual follows those behaviours that offer him gratification. One of the most important types of gratification is adjustment to social context. Unique features of an individual such as mind, self

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and other evolve out of his attempts to adjusts in the social environment. Thus, according to Mead, the capacities for mind, self and society are intimately related.

As discussed earlier, Cooley's theory of socialization is based on human imagination, whereas Mead explains socialization in the light of resulting 'acts' of this consciousness. Mead recognized that the unique feature of human mind is its capacity to use symbols or language to designate objects in the environment. Mead's theory focuses on how this capacity first develops in infant. A person's mind is shaped in a selective process in which an infant's initially wide range of random gestures are narrowed as some gestures which elicit favourable reaction from parents. Gradually, gestures begin to denote same meaning to all the persons interacting with each other. Gestures that have such common meaning are termed by Mead conventional gestures. These conventional gestures enhance the capacity of organism to adjust to one another and assume the perspective of those with whom they must cooperate for survival. Mead says by being able to put oneself in another place or to 'take the role of others' the probability of cooperative interaction acquires a new level of efficiency.

Mead thus believes an organism has 'mind' when it develops the capacity to understand conventional gestures, to employ gestures to take the role of others and to imaginatively rehearse alternative lines of action.

The development of 'self' is a major factor for the proper socialization of an individual, says Mead. Individuals can symbolically represent themselves as an object in the way they designate symbolically other objects. Mead argues that the interpretation of gestures thus cannot only facilitate human tie-up but can also become the basis for self assessment. When an individual matures, his transitory self-images become clear and stabilize as self-conceptions of his own self as a certain type of object. With these self-conceptions, the individual becomes a certain type of person.

There are three stages in the development of self, says Mead. The first stage of role taking in which self-images can be derived is termed 'play'. The child gets to know about the role of his close family members such as father and mother. In the second stage, by practice at role-taking or by virtue of maturation, an individual becomes capable of taking the role of several others. Mead called this stage 'game' as it displays the capacity to handle multiple self-images from and to cooperate with. When the child understands others his 'I' becomes 'Me'. This change signifies the socialization of the child.

In the third stage, an individual takes the role of the 'generalised other' or 'community of attitudes' found in a society. An individual in this stage is seen as capable of assuming the overall perspective of a community, or general beliefs, values and norms. Thus, Mead says, it is this ever-increasing capacity to take roles with an ever-expanding body of others that marks the stages in the development of the self.

The individual and society are closely connected with each other. Society and the social environment are created by individuals. Also, it is the society that makes an individual a human being. This is also the view of Mead. The personality of an individual develops from interaction with others. The communication in a society takes place on the basis of symbols with shared meanings.

Freud's Psychoanalytic Theory of Socialization: Sigmund Freud in his theory of socialization says that the formation of human personality is an outcome of the interplay of biological, psychological and social faculties of the individual. While explaining the behaviour pattern and personality traits of individuals, Freud formulated three basic principles:

1. Every conscious action has a cause in the unconscious,
2. That conscious is simply a puppet in the hands of unconscious, and
3. That whatever one becomes as an adult was determined to be so in his/her early childhood.

A major part of human personality is thus, according to Freud, formed during the childhood and

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