CHAPTER I

Introduction.

Sociological aim of Education:

Society has to provide for ways in which to 'bring up' its young members. The process of bringing up can be analysed as under.

(i) The care of the young physical organism and the provision of facilities for its normal and healthy growth.

(ii) The gradual socialization of the child is the process of interaction which results simultaneously in giving the child an identity of his own and at the same time imparts to him awareness of and the ability to assume a wide variety of role through which he relates himself to the other members of his group - Kin and Community.

(iii) The imparting of the knowledge and the development of skills which enable him to contribute to the services of the community.

In societies the function of 'bringing-up' takes place in the family and the formal system of education.

Socialization and individuation are the main aspects of education. Socialization took place largely with the kinship system itself. In traditional societies most occupational roles were learnt from one's own father within the home, and even in respect of occupation outside the home they were learnt through apprenticeship as there were no formal institutions. To-day the family is the major socializing agency in the early school period of a child's life. Through the relationship of a mother, father, brother and sister etc., the child learns of the affective
aspect of life. The family emphasises an aspect of love of life wherein the child is loved and accepted to be a member of a particular group; and is expected in return to love and accept his parents and siblings. Within the family and kinsgroup the child imbibes the sentiments of loyalty to the group. This is the basis on which loyalty to the caste, community and the country is later built up.

The school on the other hand focusses mainly on the transference of knowledge from a generation to an other, the general development of intellectual ability and the preparation of adult roles. The kinship and family system, and educational system influence each other in socialization and individualization. Socialization and individuation mean internalizing the relevant norms in the individual allowing to develop into distinct entity. It is necessary that to function effectively as a member of adult society, the socializee develops and inculcates an adequate amount of initiative. This can be done only through the process of individuation. It is deemed to be the important function of the school and the family to develop human personality in such a manner that every individual can be on his or on her own. Younger generation has to be trained and prepared for meeting changing situations. This can be attained through the preparation and training of individuals by developing the potential capacity of the children.¹

In socializing process the School as a Sub-system has got an important place, as it has been defined as a social institution for ensuring training in skills and knowledge, preparation of adult roles and individuation. However, important education may be, it is the part of social system. Various other institutions such as family, stratification, property etc., influence education from time to time.

A great deal of success of education depends on cooperation of the family. Economic status also has implications for attaining or denying certain type of education. The attitude towards education also has an important bearing on the system of education. On the other hand education also is an instrument of social mobility of social change. Education would enable people to realize the best in themselves and so overcome initial disadvantages arising from family and system/social stratification. It helps to facilitate the development of idealogies pertaining to social justice, equality etc. There is in fact a continuous interchange going on between education as a sub-system and social system at large.

Apart from being a sub-system of society as narrated above the school has other important functional aspects.²

² The School and the College as a Social System
By Dr. Y.B.Damle.
Papers in the Sociology of Education in India, by M.S.Gore, I.P.Desai, Suma Chitnis
School and its Functional Aspects:

From the functional point of view the school as a social system has to concentrate on socialization and adaptive primacy. School helps pupils to internalize both the commitments and capacities for successful performances of their future adult roles and secondly to allocate these human resources within the role structure of adult society. Functionally the main task of the school is the inculcation of motivation and training capacities. The great emphasis is on the implementation of the broad values of society and commitment to the performance of a specific type of role within the structure of the society. From the point of view of society, the school is an agency of man power allocation. The school enables the children to play their roles with a greater degree of efficiency which results in the system of stratification. Therefore it has implications for maintenance of the existing system of stratification particularly with reference to achieving status. School is thus an agency of promoting social mobility. It is from this point that the values of social justice, equality etc. may be implemented. School is the first socializing agency in child's life, which institutionalizes a differentiation of status on a non-biological basis. Students learn their status role.
The subject being concerned with Primary Education, we have to analyse the special functions of the Primary School.  

Functions of A Primary School:

In the primary school there is a great emphasis on socialization. Of course the academic training and learning is also emphasized. Cognative learning of information, skills and frame of reference is certainly there. For example written language and acquiring of skills in arithmetical knowledge and scientific knowledge etc. are emphasized. In short, three Rs' are taught in primary school as the skills are not biologically inherited from the ancestors in new generations. New habits make the children a new pattern of behaviour. Children in primary schools being new entrants are treated as a 'non-acceptable' community of the society. In the school a teacher lays down standards of achievements; and major component is what may be called a moral one. Efforts are made to turn the students into responsible citizens of the school community. There is an emancipation of the child from primary attachment to the family and internalization of level of social values and norm that is a step higher than those who can learn in family alone.  

Teacher - Pupil Relationship:

In education teacher-pupil relationship has an influence on school system. In this relation the teacher wishes to impart the knowledge and the students wish to acquire it. Knowledge is not a thing which is stored at a time and dispensed. Acquisition of knowledge is a continuous process. In this process the teacher is a head of the pupils and effectively guides them. There is an element of distance and authority in the teacher-pupil relationship. The authority is based on superior knowledge of the teacher. In most situations the teacher is older and the pupil is younger. At the primary level of education this age difference is the greatest. At the primary stage, apart from the difference in years, the young age of a child makes the authority of a teacher seem particularly overwhelming. As the pupil moves from the primary stage to higher levels of education the age difference might reduce.

The role of a teacher cannot obviously be the same at all the levels of education. The role differs according to the stages of Primary, Secondary and University levels.

When a teacher appeared distant, 'all knowing', disciplinarian the student was obedient, respectful and loyal. He was loyal to the teacher as also to the particular ideas. Pupils accept the teachers authority as a formal leader in the class situation. The era of teacher-pupil relationship is more circumscribed. Now there are several teachers instead of one and the pupils occupational goal
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may have a little in common with the occupation of a teacher except at the level of professional education. In many institutions and in many instances the pupil teacher contact is limited to the area of intellectual development. In this sense the relationship is specific, and it is also contractual.\(^5\)

The Social Structure of the School:

The structures of the schools are as under.

Elementary and Primary schools:

(a) Schools run by State Department of Education.
(b) Schools run by the Municipal Corporation.
(c) Schools run by nonreligious agencies.
(d) Schools run by religious agencies.
(e) Schools which are part of public schools.

In such schools Headmaster or Superintendent is at the top; and there are teachers who are in charge of various subjects. The school maintains the official staff like head clerk, clerks and lower staff. The local community may be represented by the selected representatives who would be on the governing body of the school.

The School and Social Stratification:

The school being a sub-system of the society one has to analyse the role of the school in the context of social stratification. It has been mentioned that the school plays

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a very important role in the formal socialization of a child. It not only offers instruction but it also gradually but surely weans the children. They are exposed to non familial influences and environment. The ascriptive and particularistic base of a family has to be forgotten for the time being while a boy or a girl finds himself or herself in a school. Apart from learning, there is a great role of socialization of the children so that they can internalize adult roles. The school reflects the hierarchy based on generation, but there is a great scope for mixing and grouping up with those of similar age group. The egalitarian relationships are also well nurtured and developed in schools. There is no denying that children and adolescents carry a back-log of their socio-economic status and the position to the school. A great emphasis is placed on achievements in scholastic and academic work. The performance in the school would largely decide whether or not a student could go for higher education such as college or university. Naturally placement in occupation and social position would also depend on a greater deal of performance in the school. In spite of this, the considerations of caste, race, religion, income, and occupation have an important bearing on education. This can be seen only when we think of past education and the social stratification in India. In feudal societies education was restricted to the priestly class and to the scribe. It is repeatedly mentioned in Epics and Puranas that royal Kings were educated by learned Brahmins. Non priestly classes showed a little interest in acquiring
knowledge, and other lower strata of the society usually acquired skills in occupations. The education of some bankers and businessmen would rarely go beyond three Rs. With the introduction of Western system of education both meaning and content of education underwent significant change. Professional groups which grew under the Western system of education were differentiated on the basis of income and the value attached to each profession. It sharpened the distinction between educated and non educated. The Caste system which is a very important feature of the Indian social system has militated against the spread of education in many sections and layers of the population. The system of stratification, is also reflected in some of the different types of educational institutions. Viz., the public schools where, a great deal of premium is put on ascription rather than on achievement, and on quality rather than on performance stressed. The admission to a public school is largely a function of the social stratum to which one belongs. Due to the stratification in education there is a great gulf between educated persons and the illiterate masses.6

Social Stratification in Poona:

Following data gives a good picture of educational stratification of Poona-City. In the Book - Poona A Resurvey we find the educational status of the people in context with the literates and illiterates. The findings of this survey are based on the survey made by D.R.Gadgil in 1937:

"The first significant change was the fall in number of illiterates, Literate made adults in 1937 survey were about 28 per cent of the total adult population, whereas in the wards their percentage was about 19 per cent. The other change was small increase in the number of educands from about 9 to 12 per cent. A similar change was witnessed among female adult population. This percentage of illiterates had fallen from 71 to 50 per cent and the proportion of educands had risen from 3 to 5 per cent.

In the 1937 survey it was found that in male adult population in some of the wards like Manglwär and Bhawani the number of illiterates exceeded the number of literates. In the 1956 survey this was not so in any of the first group. In female adult population however, according to 1956 survey, in some wards like Nana, Bhawani, Manglwär, Ganj and Vetal (Guruwar) the number of illiterates exceeded the literates. The cases of wards where illiterates outnumbered literates were fewer in the present survey, than in the previous one. In 1937 survey in Rasta, Narayan, and Somwar the percentage of literates was quite high and in the 1956 survey also the proportion of illiterate female adults was quite high in Manglwär and Bhawani wards.
Non Adult age group includes children below age of 6 years who would not rather be literates or educands. Therefore in confining our attention to persons in age group of 6 to 15 years, this group may be said to be dealing with the number who may be expected either to be attending school or have left the school after attaining literacy.

The Poona Municipal Corporation had made Primary education compulsory for non-adults. Only about 11 per cent of the male non-adult and 22 per cent of female non-adults; in the age group 6 - 14 years were found to be illiterate as per sample survey.

In the school going age group the educands among male non-adults were 85 per cent and 69 per cent in female non-adults respectively. Out of the balance about 4 per cent and 9 per cent respectively accounted for class of those who had completed their education or had left the school.

In the wards constituting the old Poona-city the proportion of illiterates among the non-adult males above 6 years was lower than among same class of females. But the variations in different wards were very significant. If special attention be directed to these wards where the scheme of compulsory education had been in since 1929, we find that proportion of illiterates to non-adults above six ranged between 8 and 21 per cent among males and between 0 to 34 per cent among females in these wards like Kasba and Manglwar. These wards showed higher percentage. In
Rasta a the proportion among males was the highest in all the wards. Only among females in Ghorpade Nihal and Gultekdi there was not a single case of illiteracy among the non adults above 6 years of age. On the whole it is clear that the scheme of compulsory education has not been completely successful and the slow progress in some of the wards where it has been longest in operation is not very encouraging.

Regarding the features of the additional wards during the survey it is concluded that

"The illiterate population was larger in them than the first group of wards. It was 27 per cent in male adults and 63 per cent in female adults. Among the male and female non-adults of the school going age it was 16 per cent and 32 per cent respectively.

One fifth (1/5) of the male adults were illiterates. 10 per cent were educands and remaining were non-educands.

Of the educands about

3% - were in Primary schools and
15% - were in Middle schools (V, VI, VII Standards) and
45% - were in High schools
35% - were in Colleges
2% - male educands were in Postgraduate classes.

In Non-educands (male)

11% - were able to read and write only
25% - were educated upto 4th Standard
20% - were studied upto Middle schools
20% - were studied upto Matriculation.
17% - were Matriculates
5% - were Graduates
2% - were having Masters degree or who hold technical education.

In the female adult population more than 50% were illiterates, and 5% were educands and remaining were non-educands.

Of the educands
7% - were in Primary schools
15% - were in Middle schools
50% - were in High schools
26% - were female adults in Colleges - (of Total educands)

Among non-educands
19% - were only able to read and write
30% - were educated upto IV Standard.
28% - were educated upto Middle school Standard
12% - were educated upto Matriculation

The proportion of Matriculates and Graduates among the female adults was about 8 per cent and 3 per cent respectively. Only a few had undergone Technical education. 7

Communitywise literacy in Poona:

In "Poona A Resurvey" it is concluded that "In the total male population in the sample survey more than 70% were literates, about 10% were educands and about 20%

7. Poona A Resurvey.
The changing pattern of employment and earnings.
by N.V. Sowani, D.P. Apte, R.G. Pendse,
Gokhale Institute of Politics and Economics. Publication No. 34.
Published 1956. Pages 31 to 34.
were illiterates:
more than 30% were illiterates among Marathas and depressed classes.
1% among Brahmins were illiterates.
In Shikh, Punjabi, Rajput, Gujarati, Marwadi, Jain, Christian and Parsees the proportion of illiteracy was low. Brahmins showed a higher proportion of educands than the general average, whereas in Artisan group and depressed classes it was much below the average.

In non adult population
2% were literates
44% were educands
6% illiterates
48% were School going age.

Literates in non adult group were children who had left school after attaining literacy. Very few such cases were found among Brahmins and Parsis: In other communities also they normally did not exceed 3 per cent. As in the male adult population, here also in Gujarathi, Marwadi, Jain, Christians, and Parsis the proportion of illiterates was much below the general average.

About 40% of the total female adult in the sample population, were literates and 5% were educands and remaining 55% were illiterates. The proportion of literates was much above the general average among Brahmins, Shikh, Punjabi, Sindhi, Rajput, Gujarathi, Marwadi, Jain and Christians. On the other hand it was much below the general average among
Marathas and depressed classes. The same was the case of female adults. The proportion was above the general average in Brahmins, Shikh, Sindhi, Rajput and Christian and below the average in Marathas and Artisan groups and depressed classes.

4% of the female non-adult in sample population were literates, 38% were educands and about 12% were illiterates. The remaining 48% were below the school going age. Maratha, Gujarathi, Marwadi, Jain, and Muslim had higher proportion of literates than the average, whereas Brahmins and Christians had a lower average.

In the cases of Educands Brahmin, Shikh, Punjabi, Rajput, Sindhi, Christians and Parsees also had quite a high average, whereas Marathas and depressed classes showed a lower proportion than the general average. The proportion of illiterates was higher among depressed classes, other Hindus, and Muslims and lower than general average in others. The proportion of female non-adults below the school going age varied between 40 and 50 per cent in the most of the groups. Brahmins and Christians had a lower proportion of literates and a higher proportion of educands, whereas the depressed classes, other Hindus and Muslims had a higher proportion of literates and lower proportion of educands.

In the male adult population among educands who formed about 10% of the total male adults:

50% were in High Schools.
About 1/3 were College going and remaining were School
The high school and college going adult educands came mainly from Brahmins, Shikh, Punjabi, Sindhi, Rajput, Gujarathi, Marwadi, Jain and other Hindus.

Of the adult female educands more than half belonged to Brahmins and quite a large number of them attended colleges. Among Shikh, Punjabi, Marwadi, Gujarathi, Jain and Christian also the female adults were mainly found in high schools or in colleges. Among Brahmins and Christians the proportion of those who had received higher education among the adult female non-educands was again high. The proportion of non-educands among non-adults was high among Maratha and depressed classes as compared to those others.

Stratification affects the school system and is in turn affected by a school, in the sense that new entrants in education can hope to attain occupational, social and economic status.

Social mobility and education:

Both influence each other. Formal education prepares individuals for a particular style of life characteristics of status group. It acts as a differentiating agency as it seeks to maintain and supply appropriately socialized individuals to each one of the strata. Individuals belonging to a certain strata are better able to exploit educational facilities of a higher quality than those belonging to others.

The selective character of formal education operates through families with their economical and cultural resources and through schools which provide an environment appropriate to the one that obtains in the family of a child. It is recognized that formal education plays a vital part in social mobility and subsequent improvement in economic status and on the other hand it forms an element of social prestige. Social mobility may occur over a period of generation or within a generation. Social background of a student operates as a selective factor in his admission to qualitatively different types of educational institutions. The social background to some extent determines the choice of subjects, the level of aspirations and choice of occupation after the completion of education. The students from lower caste or class and an rural background tend to have lower aspiritional levels than those from an upper caste or class and an urban background. The aspirational level is not only influenced by the occupational and caste status of their parents but also by fact that they are better equipped than the students of lower class background. When students from a lower strata get highly educated they not only qualify themselves to get more remunerative jobs there by raising the economic level of the family, but also contribute to the heightening of its prestige. Education has become the source of prestige and symbol of higher status. It has altered the traditional social status.
The context of social mobility of teachers differs from that of students. In the traditional social structure, teachers were accorded a high place of honour and in most cases they were recruited from upper castes. To-day the teachers are not held in the same esteem either by students or by community at large. The profession is less remunerative as compared to other professions such as medicine or engineering. The teaching profession opens an avenue for many backward sections to raise their status.

Education and Social change:

When a society has mobility it is naturally bound to change. The factors initiating and shaping social change must also influence educational policy to elaborate the content and structure of formal educational process.

In traditional societies, where the division of labour is relatively simple, where production is carried on with simple tools, the positions, status and roles are generally based on the hereditary principles. The function of socialization of individuals as well as transmitting of skills, techniques, knowledge and values is performed predominantly by primary groups like family, kin, caste, guild and others.

In modern societies, position status and roles are based on achievement, merit, qualification and training.

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rather than ascription and further, production is increasingly based up on the use of machines necessitating a complex division of labour and demanding what Durkheim called organic solidarity.

The modern society expects educational institutions to provide mass instruction; promotion of scientific and technical advance, occupational recruitment and social selection. This selection is based on training, qualifications and knowledge suited to rational universalistic and secular patterns of orientation. The social change will shape the aims and objectives of education.

The British inaugurated, modern secular, formal, educational system which was historically different from the one which prevailed in the past in India, and the new system increasingly became the decisive instrument for achieving status in the new Indian Society. Significance of education is the main way for job acquisition as well as for acquiring competence and skills to participate in new economic, political, social and cultural life of the community. The formal educational system also became a major socializing agency rivalling all other agencies like the family caste, religious bodies etc., snatching more and more hours of students life.
Educational system of a country is often expected to perform, simultaneous and somewhat contradictory social functions - that of ensuing continuity of traditions and of imitating change. When education is sought to be used as an instrument of policy, it is incumbent upon policy maker to say which element of the social, cultural life he wishes to have retained, and which one has to be changed and substituted. This is not easy to do. There is also no certainty that the policy maker will achieve his particular goals even if he perceived and stated them early.

If we accept the goal of rational, secular, democratic society based upon modern technology, these rationalism, secularism and equality must find a place in the substantiative contents of ideas communicated in the process of education. At larger stages, these ideas must be examined more critically and even challenged. In the liberal approach of education there can be scope for dissent even in what are considered essential ideas.

However the need for direct communications for certain values through the context of books and other reading material is the only first and not necessarily the most far reaching implication of the acceptance of a framework of values and goals.

Acceptance of the goal of a scientifically oriented society must express itself in the education system. To begin with it must lead to a selective allocation of resources to all levels of education but particularly at the primary and secondary school levels.
Strengthening of science stream at the school levels is important for the development of science and technology in the country. Rapid technological development requires not only scientific knowledge but a scientific outlook pervading different aspects of life.

Scientific outlook is a characteristic of the enquiring mind which is free from bias and is willing to learn from systematic observation. This requires a teacher who has different perceptions of his role than as a conveyor of available knowledge to the younger generation. Rapid growth of knowledge affects the teacher's own concept of himself.

If education is to promote a secular, non-sectarian attitude to life it must attempt consciously to inculcate a scientific outlook among students. The secular point of view receives support both from value attached to science and value attached to rational conduct of social life.

Apart from scientific outlook and secularism, a faith in democracy is among other values sought to be achieved in social life.

Democracy as a way of life has many implications for the educational system, while the process of education is basically predicated on the assumption that the student knows less than the teacher and there is thus a certain quality in their respective status. There is a great deal that can be done to organize education in a manner that is conducive to the learning of democratic attitudes and procedure in school environment.
Outside the class room the organization of recreational and extramural opportunities provide even greater scope for inculcating democratic values in students.

In modern societies the opportunities for education is the most important of all opportunities, for the betterment of life; and most nations to-day attempt to provide free education to deserving students upto the highest levels. But it is generally recognized that educational opportunity is not at all that matters in ensuring equality. But it is certainly minimal condition for ensuring any type of equality in opportunity to the extent that equal opportunity in education exists in a society. The composition of student body should tend to reflect it by the proportion of representation that different groups have in it. 10

**Education and modernization:**

The major influence in the determination of educational objective is the national goal of rapid economic development. Superficially this may appear to be mainly a problem of increased "national inputs" and outputs". There is minimally the additional requirement of technically qualified man power, (directly linked to opportunities for vocational education)

10. Field Studies in Sociology of Education
Modernization is a complex social process. Central characteristic of the process of modernization is the growing linkage between the technology of modern economic life. It refers to agriculture, commerce and manufacture.

Modern society demands a much greater degree of mobility on the part of individuals. Individuals are valued for what they achieve rather than for the status of their parental family. Opportunities for jobs and education are related to objectives, universalistic criteria than the criteria of skin or caste membership. Rapid change in social and technological environment imposes a heavy strain on the individual. They demand a much greater flexibility of temperament and occupational skills and potential for re-education.

Education must equip an individual with a spirit of independence in a sense of adventure. Even in the world of knowledge emphasis on education has to be not merely on the mastery of extent knowledge but on the acquisition of a capacity to think, to assess facts and arrive at one's own conclusions. All knowledge is being continually added by the advanced countries of the world. The fact of the rapid change in knowledge and in social technical environment has led to a revolution in the method of teaching and in the concept of teachers' role, and in the students' world.  

Field Studies in the Sociology of Education
All India Report by M.S.Gore, I.P.Desa, Suma Chitnis, National Council and Educational Research and Training. (Tata Institute of Social Sciences, Bombay) published in 1967. (Pages 1 to 15).
In the light of theoretical exposition of sociology of education I decided to work on the Problem of Primary education in Poona City area, inorder to analyse its part in the social structure of Poona. Primary education obviously enough provides the foundation for further education; and therefore it is expected to play a key role/impacting further education leading to the overall training of citizens and for promoting mobility. Moreover Primary education is both free and compulsory and therefore readily and easily available to various strata of population.

Municipal authorities have been entrusted with the task of providing Primary education so that everybody would avail himself or herself of it. As pointed out earlier primary education is broadly speaking one of the institution of the society; and therefore it is necessary to analyse Primary Education from the standpoint of other important social institutions like family caste, etc. Therefore it is intended to study relationship between Primary education and the sociographical factors such as locality, stratification, tradition of education etc. It is my purpose to discuss the relationship between Primary education as provided by the Municipal Corporation in Poona; and the way in which it is influenced or affected by some of these institutions as mentioned above. One has to bear in mind that the study of Primary education involves not only a study of the member of students undergoing Primary education, but
also an enquiry into the physical set up of Primary Schools and the conditions prevailing there, which certainly affect the process of education, both for the pupils and the teachers. By way of illustration one can refer to a school which is situated in decent quiet locality. Similarly one can also differentiate between school with proper buildings and amenities and the one without them. Then again the teacher student ratio is also extremely important. The socio-economic background of the student is also likely to influence receptivity and performance on the part of students. This fact has important implications for wastage in schools and dropouts from the school as well as absentism and lack of discipline etc. There may be direct relationship between the lack of tradition of education on the part of students' families and some of phenomena as mentioned above. The efficiency of primary education and its quality is extremely important from the point view of making a firm and deep impact on the minds of students, which will help them to inculcate education and pave the way for higher education being mobility. Therefore I have attempted to analyse the relation between primary education as provided by municipal corporation and the various social structural features as they operate in Poona.

A Method of data collection:

The data have been collected from the school records by visiting the municipal and private primary schools in Poona City area. It was strenuous to collect
the data of advanced age students, socio-economic background such as caste, profession, and educational status of the parents of the children attending municipal and private schools. The record pertaining to number of school teachers, children attending schools, school buildings, prosecution cases, etc. has been collected from the office records of the school Board, Poona Municipal Corporation. In order to find out the reasons for wastage and the dropouts of the children I interviewed the parents of the children. Two years were spent in data collection.

In order to elicit this, information was collected from the schools. The present study is confined to analyse primary education as provided by the municipal corporation. While discussing physical lay-out of schools and amenities provided, and the teacher student ratio, and the performance of the student in schools, wastage, dropouts, absentism of the students, and the socio-economic background of the parents etc., an attempt is made to provide information about private schools providing primary education inorder to compare and contrast it with the municipal schools only by way of illustration.