CHAPTER II
Methodological Framework

Children have not received enough attention in the field of study of political socialization, especially in India. Most students of politics tend to put off political learning until a stage after childhood. They believe that even if children do undergo some political learning it is of not much importance as it is easily washed away by later experiences. This has discouraged any research beginning from early childhood. From the beginning social philosophers like Plato and Rousseau have believed that political education should have an early start. Thus feasibility of young children being educated in political matters was not doubted. Yet today it is agreed by many that socialization of non-political roles begins as early as infancy; but for political roles and attitudes, few have recognized the direct learning of significant political orientations during this period. Politics has been removed from the sphere of early socialization (infancy and childhood) and placed at a later stage (adolescence and adulthood). Childhood is a period primarily of non-political but politically relevant learning.

L.W. Pye says that "individuals become members first of the society and then of the polity." He elaborates a three stage theory.

1. "Of basic socialization when the child is inducted into general culture and trained to become a member of society.

2. The next stage is political socialization through which the
3. Last comes the process of political recruitment when the individual goes beyond the passive role of a citizen and becomes an active participant. (1)

This suggests politically preparatory phases in which direct political learning is either absent or of so little consequence that it can be ignored. But an individual may acquire certain political orientations even while his personality is developing. It may be possible that there is some political learning even during childhood.

According to Greenstein, "children are at least as likely as adults to perceive high political roles as being important, they seem to be more sympathetic to individual leaders than adults; in some cases their actual images of political leaders are qualitatively different from images one would expect adults to hold and most important, the widespread adult political cynicism and distrust does not seem to have developed by 8th grade (Age 13)". (2).

Greenstein thus presents hypothesis which may be of relevance and which pertains to childhood political socialization.

A child's political socialization may be fundamental and basic. What a child learns may be general, idealistic and not specific. He may learn to want to assume a role rather than the skills to perform that role. He learns how an incumbent of a particular position ought to behave rather than how he behaves.
Before adolescence the child is prepared to absorb knowledge and feelings of a general manner about adult political roles.

The earlier a person adopts a set of political attitudes, there is less likelihood that these will be eroded in later life. The major portion of significant political learning may completed by middle adolescence. He is likely to exhibit little change thereafter.

Easton and Hess suggest that by the time children reach 7th and 8th grades, most of them develop highly favourable opinions about certain aspects of the political structure such as the Presidency, the Congress, or "Our government" in general.(3).

According to Greenstein, children are clearly first aware of federal and local government. Understanding of State Government does not ordinarily come until 6th grade and even at this stage there is less awareness of who occupies the governorship than awareness of the incumbent President and mayor among 4th graders. The federal level is the first at which there is full understanding in the sense of awareness of both the executive (the President and his duties) and the legislature (Congress).(4).

Though childhood as a phase of political socialization has been ignored we find that the study of children can provide interesting findings.

The study of Political Socialization in India has been a neglected research area. Most of the pioneering and notable work in the field of political socialization has been that of American
authors. Among the work that has been done in India, the focus has been on the secondary stage of socialization (adolescence and early adulthood), except for a few such as:

   He attempts to determine the role played by family and school in the process of political socialization.

2. Shanto Iyengar
   i) _Learning to support the Prime Minister - Political Socialization in India._ Comparative Political Studies Vol 9, Jan. 77 PP 409 - 428.
   ii) _Development of Political efficacy in a new nation The case of Andhra Pradesh._ Comparative Political Studies - Vol 11 - PP 337-354.
   iii) _Children's partisan loyalties in a new nation._ Public Opinion Quarterly. Vol 42 Spring 78 PP 115-120.

3. Joseph Elders _Socialization to National Identification and Civics Participation_ - a paper on the attitudes of school boys (Lucknow and Madurai districts) towards civic participation their fellow citizens of different families, religions, castes, and electoral processes and authority figures.

It was therefore decided to attempt a study of the process of Political Socialization beginning from childhood. A longitudinal study of the same children over a period of a number of years through adolescence and into adulthood is the most ideal
for a study of the process of socialization. However such a kind of study is wrought with many practical difficulties. They are difficult to conduct, very costly and it will be difficult to locate the same subjects after some years. For a short term doctoral programme, a longitudinal study is an impossibility. It was therefore decided to study a sample of students coming from more or less the same type of socio-economic and cultural background.

The researcher was a teacher of political science in the Vidya Prasarak Mandal's Arts and Commerce College, Thane. The institution which runs the college- Vidya Prasarak Mandal _ also runs a Science College and Schools in both English and Marathi media upto the S.S.C. levels. The above mentioned motive that the students should come from more or less the same type of socio-economic and cultural background could be easily fulfilled by making a study of students studying in the various educational institutions managed by the Vidya Prasarak Mandal. The researcher being a full time teacher in the same institution, it was more feasible to conduct the study in the schools and colleges run by this institution because of her personal contacts with the faculty and the authorities. Further there were limitations of time on account of holding a full time job.

It was intended to study students at different levels of their education. A period of three to four years interval was considered to be adequate. The students at four levels Std.IV, Std.VII, Std.XII and the third year students who are at the
The school students were further divided into two categories, according to their medium of instruction i.e. English and Marathi medium. The medium of instruction at the college level is exclusively English. However it was decided to permit the respondents to answer the questionnaire in either language, English or Marathi. It was observed that many students were Marathi speaking and had received their education up till the Std. X (S.S.C.) in their mother tongue. Hence they were allowed to answer the questionnaire in their mother tongue.

At the college level the students were categorized according to their faculties i.e. Arts, Commerce and Science.

The following table shows total student population, the size of the sample drawn and the coverage.

Table 1

Table showing total population, size of sample and the coverage of the sample

<table>
<thead>
<tr>
<th>Std/ Class Faculty</th>
<th>Population</th>
<th>Coverage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>IV English</td>
<td>67</td>
<td>62</td>
</tr>
<tr>
<td>Marathi</td>
<td>135</td>
<td>113</td>
</tr>
<tr>
<td>VII English</td>
<td>53</td>
<td>54</td>
</tr>
<tr>
<td>Marathi</td>
<td>150</td>
<td>141</td>
</tr>
<tr>
<td>XII Arts</td>
<td>103</td>
<td>194</td>
</tr>
<tr>
<td>Commerce</td>
<td>218</td>
<td>228</td>
</tr>
<tr>
<td>Science</td>
<td>175</td>
<td>164</td>
</tr>
<tr>
<td>TY Arts</td>
<td>40</td>
<td>140</td>
</tr>
<tr>
<td>Commerce</td>
<td>136</td>
<td>140</td>
</tr>
<tr>
<td>Science</td>
<td>77</td>
<td>76</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>1154</strong></td>
<td><strong>1312</strong></td>
</tr>
</tbody>
</table>
At the time of drawing samples, classes for the final year graduation students had not yet begun. Admissions had not yet been granted because the examination results of the Bombay University were yet to be declared. It was therefore difficult to determine the size of the population. Waiting for the results to be declared would have entailed an indefinite delay since it was already 3 months since the academic year had started. Hence the population size was determined upon the basis of the previous year’s roll-call registers.

It was decided to work out the size of the sample on the basis of the estimated population. The sample was restricted to 500 students as a larger sample would have been cumbersome. 500 worked out to about 20% of the estimated population and this was considered to be adequately representative. A multi-strata stratified random sample was drawn from statistical random tables. The sampling frame used was the roll-call catalogues available in the schools and colleges. These are arranged alphabetically. It was noticed at a later stage that the total number of students in the T.Y.B.Com.Class had decreased from an expected 350 students to about 280 students. The sample size had also to be reduced from 70 students to 52 students who could be located. There was a decrease in the total sample size from the expected 500 to 482.

482 works out to 19.55% of the total population. The total coverage, 413 students, is 16.69% of the total population and may be considered to be sufficiently representative. The total population which has been shown in the given table is the actual
TOOLS OF INVESTIGATION:

The tools of investigation used were:

(i) Questionnaire method.

(ii) In depth interviews.

(i) QUESTIONNAIRE METHOD

This method of interview is used to a great extent in social science surveys. This mode is less expensive and it can be administered to a large number of individuals simultaneously. It is an impersonal method. A structured questionnaire can give some uniformity in measurement. In a paper and pen questionnaire, the respondent is given enough time to consider each question and then fill up the questionnaire rather than answering whatever first comes to their mind. This method was therefore considered to be appropriate and was one of the main tools of investigation.

The questionnaires used were mainly closed ended, multiple choice type of questionnaire. These were therefore not adequate, although it helped in the data collection. In a standardised or structured questionnaire, interviewees are presented with exactly the same wording and in the same order. This is to ensure that all respondents reply to the same question. Standardized questionnaires may include fixed alternative or closed ended questions or open ended questions. When the respondent is asked to select from a series of preassigned categories, the response
closest to his opinion, it is a restricted or closed ended question. The open question is unrestricted and permits the respondent a free response rather than one limited to stated fixed alternatives.

Closed ended questions have the advantages of being "standardizable," simple to administer, quick and relatively inexpensive to analyse. The analysis of responses to open ended questions is difficult and expensive. Compared to the simple process of tabulating the coded responses to closed questions, analysis of open ended questions prove to be cumbersome and complex.

The open ended questions have many advantages from the point of view of obtaining information needed for an investigation, because of the fact that the respondent is encouraged to structure his answer as he wishes. It permits the respondent to state his own frame of reference when it is desirable.

Another advantage is that with the use of open ended questions one is able to discern not only the attitude but also the level of information or knowledge possessed by the respondent. In a closed ended questionnaire, it is assumed that the respondent has understood the question and has chosen the alternative which came closest to his own position.

An advantage of the closed ended question is that it helps to ensure that the answers are given in a frame of reference relevant to the purpose of inquiry. It may help to make clear the
meaning of the question and also the dimension along which answers are sought.

From the above discussion it is apparent that both types of questions differ in the purpose for which they are appropriate. Closed questions are more efficient where possible alternative replies are known, limited in number and clear cut. Open ended questions are preferable when the issue is complex and the nature of the study is exploratory. Open ended questions are more useful in pretesting or in indepth interviewing.

Lazarsfeld has proposed that the development of a closed question interview schedule should be preceded by more intensive, freer interviews with a subsample of the population in order to discover the range of probable responses, the dimensions that are seen as relevant, and the various interpretations that may be made of the question wording (5). On the basis of such preliminary exploration, more meaningful closed questions can be formulated. Another method of using the two types of questions to supplement each other is after the main survey using closed questions, more intensive interviews might be held with a subsample in order to delve more deeply into areas that appear significant. A combination of open and ended questions proves most efficient.

THE QUESTIONNAIRES

The questionnaires were of three types. Type I consisted of 29 questions and was administered to respondents studying in the first strata or level i.e. std. IV. Since the subjects were
categorized according to the medium of instruction, both Marathi and English versions of the questionnaires were printed one below the other.

Questionnaire Type II consisted of 42 questions and was administered to the second strata of the sample i.e. students studying in Std.VII. Almost all the questions included in Questionnaire Type I were incorporated in Questionnaire Type II there were some additional questions too.

Questionnaire Type III contained the maximum number of questions, consisting of 65 questions. In this questionnaire too, almost all questions in Questionnaire Type I and Type II were included and there were some additional questions. This questionnaire was administered to the third and fourth strata, that is, students studying in Std. XII and in the final year (T.Y.) of the three year integrated Degree College courses. The same questionnaire was administered to students of all faculties, Arts, Science and Commerce.

The researcher had preliminary informal talks with students belonging to more or less the same age group and class which she had determined to study. The informal discussions helped in deciding which questions should be included at the various levels, and thereby facilitated grading of the questionnaires. The questionnaires were framed on the basis of these informal talks.

The first 12 questions in the questionnaires intended to obtain personal information about the respondent for eg. caste, religion, socio-economic status.
Questions 13 - 0.26 also relate to personal information. They provide an insight into the type of atmosphere in the respondent’s family; whether the respondent is religious minded; whether he is habituated to obey his parents and teachers. If yes, what is the reason behind his obedience, whether he obeys them out of fear, or his love for them instills a feeling of respect and out of this respect he obeys them, or is it merely because they are elder to him and since early childhood he has been trained to obey all elders customarily. Q.22 attempts to find out whether the respondent is independent in thought and action. One of the important choices a student has to make and which will help to decide his future career is the choice of subjects? Is he greatly influenced by some other person or does he make his decisions independently. A question of similar nature is Q.NO.26. “Whose advice will you accept?” From this question it is intended to find out whether the respondent is influenced by any of the given alternative choice i.e. Professors, Parents, Friends, and Elder Relatives.

Q.27 is regarding exposure to mass media; (the newspaper) What is the frequency of newspaper reading and which newspapers do the respondents read. This question is related to their general awareness and exposure to political events and happenings. Similarly Q.28 attempts to find out what is the respondents exposure to other reading material like books, periodicals, magazines.

Q. 29, 30, 31, 32, 33 and 34 relate to participation. They attempt to obtain answers to whether the respondent is active in
extra-curricular and co-curricular activities; whether he is involved in activities like college elections, whether he is an active or passive member of youth organizations, or is he disinterested, inactive and non-participant.

Q.35 Which of the following shows best what the Government is? Please mark any one.

a) Policeman
b) Congress Party
c) Postman
d) Mrs. Gandhi
e) President
f) Prime Minister
g) The Court
h) Parliament
i) Council of Ministers.

This question was asked at all four levels. The motive was to find out whether there is any change in the cognitive image of the government. It was hypothesized that younger children have a highly personalized image of the Government. They perceive only what is familiar to them. But as the children grow their perception of the government, also changes. It becomes more realistic. They are able to perceive what is more abstract and institutional. With greater exposure, the image that a young child holds of the Government develops until the child has a more realistic image of the Government.
Q. 37, 38 attempt to find out the kind of family atmosphere in the home of the respondent. Whether there is any body in the family or friends who is actively interested and also participate in politics. In such cases there is likelihood that the respondent is more politically socialized and he has greater opportunity to learn about politics.

Q. 38 attempts to find out whether discussions are carried out in the home and if so what kind of topics are discussed. In those families where all the given topics i.e. Social, Political, Cultural and International events are discussed freely, we can say that the atmosphere is more liberal as opposed to a conventional orthodox kind of family.

Similarly Q. 39, tests the awareness of the child regarding the law making function. "Who makes the laws? Mark against the one who does the most to make the laws." This question was also administered to all the four levels with an intention to comparatively study their responses. It is hypothesized that a younger child say in Std. IV, has a very vague notion of law making and may not be able to answer correctly. But by the time a child has reached the Std. VII level he has started studying civics and will know what are laws and who makes the laws. Awareness of the law making function increases with age and greater socialization.

Q. 41 "Do you consult your professors on (a) Academic difficulties (b) Personal problems". This question attempts to find out the extent of influence the Professors/teachers have upon the respondent. Are they greatly influenced by their
teachers that they also seek advice from them on personal matters or is the response totally negative showing that the respondent prefers to stay aloof and is not in the least under the influence of his teachers.

Q.36 and Q.42 try to find out the level of affection, whom would you most like to be and whom do you like the most? It is believed that the students in the lower class will idealize the teacher but that gradually there will be a shift until students in the higher classes will prefer, say, the policeman or the soldier.

Q.43 tries to find out whether discussions on various topics are carried out in the classrooms or not. Are the teachers a source of socialization or not?

In Q.44 a number of statements have been given. Do the respondents agree or disagree with them? These statements indicate certain accepted qualities or norms of the government. In other words they show certain characteristics of the government.

(1) The government has unlimited powers.
(2) The government interferes too much in our private lives.
(3) The government can punish anyone.
(4) The government makes important decisions.

These statements indicate the power of the government; that the government is the wielder of great power and influence.
The government knows what the people want and does what is best for them.

The government would help our family if we needed it.

These reflect the characteristics of benevolence. The government is like a father figure, the head of a large family and it is good and kind and helpful. It always acts in the interest of the public good.

The government should provide jobs for the unemployed.

The government should provide food and money for the unemployed.

These indicate welfare functions. Today's state is a welfare state. The functions of the government have expanded widely and the government is involved in almost every aspect of human life. The government again resembling the head of a large family, is expected to look after the welfare needs of its members.

The government never makes mistakes. This statement indicates the infallibility of the government.

The government knows more than any one. The government makes important decisions. These statements represent the government's expected leadership qualities.

From the level of agreement or disagreement with these statements a picture of the image of the government or the role that the government is expected to play will emerge. All the
statements except that:

(1) the government should provide jobs to the unemployed.
(2) the government should provide food and money to the unemployed.
(3) the government never makes mistakes.
(4) the government makes important decisions were administered to all four levels. The above mentioned statements were not administered to Std. IV children as it was felt that they would not be able to comprehend the questions and respond properly.

Q. 45, 46, 47 relate to the image of the policeman’s authority and the role that he is expected to perform. The child’s first contact with the government is generally through the policeman. It is because of the police that he realizes that there is some other outside authority which has control even over his parents and teachers. The policeman is the first government servant that the child sees closely and identifies. He is someone real and not abstract. What image of the police, then does the child hold? Does it vary with the child’s growth?

Q. 48 again relates to the law making function. What is the share or contribution of different given factors in determining which laws should be made for the country? Children do have some image of the government. But as children grow older they are able to understand and perceive the government. They can appreciate the informal processes. It is believed that almost all socialization is completed during adolescence and that there is very little change thereafter. The earlier a person...
adopts a set of political attitudes there is less likelihood that these will be eroded in later life. The major portion of significant political learning may be completed by middle adolescence. He is likely to exhibit little change thereafter. (6) This question was administered to students of std. VII and Std. XII and T.Y. levels, with an expectation that they will be able to discriminate between the various factors and the level to which they help in deciding which laws are to be made for the country. It would indicate an awareness of the contribution made by the various agents in determining which laws are to be made for the country.

From Q.50 onwards follow a number of statements. The respondents are asked to agree or disagree with them. These test the awareness of the respondents, for example, in Question 51 and 55.

The remaining statements test the attitudes of the respondents on various topics of political importance, such as, students and their involvement in politics, the policy of reservation of seats for the scheduled castes and scheduled tribes. Q.57, 58, 59, 60 deal with the Reservation policy. Q.63 is regarding the participation of youth in attempting to solve national problems.

Other statements attempt to measure the level of political efficacy, participation and involvement and apathy.

INDEPTH INTERVIEWS

(ii) To give the researcher a better understanding of the
subject, a more useful method is a personal interview. It was therefore decided to use this method of investigation also to make up for the limitations of the questionnaire method. The interview has greater flexibility and if the respondent is unable to understand a question or misinterprets it, it can be rectified in an interview. It is more appropriate for gathering information about complex matters. The structured closed ended questionnaire puts a limit upon the respondent's power of expression and cannot fully explore the process of political socialization, it was decided to carry out six in-depth interviews. These interviews complemented the questionnaire. A report of the interviews has been given in the Appendix.

PRE-TESTING OF THE QUESTIONNAIRE

It is necessary to try out the questionnaire with similar respondents before starting on the field study. The pretest is like a miniature study. The function of the pretest is to test the questionnaire from the researcher's point of view. It is necessary to determine whether the respondents understand the questions. On the basis of the pretest analysis some questions may have to be altered or reworded.

A pretest of the questionnaires was conducted before the questionnaires were finalized. The pretest was conducted with the objective of making the questionnaires more appropriate and to find out whether students at different levels will be able to comprehend them. The questionnaires were administered to about 20 students, from each category - Std. IV, Std.VII, Std. XII and
T.Y. classes. The students belonged to schools and colleges other than the ones in which the final study was to be conducted. Good response was obtained at the pre-test. On the basis of the analysis of the pretest, necessary alterations were made in the final questionnaires.

**DATA COLLECTION**

During the months of November and December 1982, the subjects were contacted and the questionnaires were filled up. The heads of the various institutions were contacted for permission to conduct the study and to interview some of the pupils studying in their institutions. The students belonging to the sample were informed through a notice circulated in the class rooms. A separate notice was also put up on the notice board of the college. The subjects were asked to assemble in a given class room at a specified date and time. The notices were signed by the respective Principals and the purpose of the meeting was not disclosed earlier. This was done in order to secure spontaneous response. Many of the college students were under the impression that they had been called for irregular attendance in the class rooms. At the time of the meeting, the students were informed about the purpose for calling them. They were given full oral instructions regarding how to answer the questionnaire and the necessity of answering it sincerely was explained to them. They were also given a clear understanding that the information collected was to be used only for the purpose of academic
research. In the case of 4th standard classes, a teacher was provided to assist the children. The questions were read out aloud one by one, and the children were asked to mark or write their own responses. The children were repeatedly told that this was not a test and that there were no correct or incorrect answers; that they merely had to give their own opinions and that this information was to be used for the purpose of the researcher's own study.

In the senior classes, mention was also made of the nature and objectives of the study. The researcher was present when the students of the various classes were filling up the questionnaires. Any doubts that the students had were clarified immediately. The completed questionnaires were collected as soon as the respondents had finished answering them. Some of the students wanted copies of the questionnaire, but they were not permitted to take any copy of the questionnaire home. This was because it was necessary to maintain an element of surprise in the questionnaire, in order to prevent the possibility of those who had already answered the questionnaire from providing the questionnaire copy to some others who were yet to fill up the questionnaire. If the questionnaire had been made known earlier, there was a possibility that spontaneous response may not have been obtained as the respondents may have come with certain prepared responses. Care was also taken that the respondents should not copy one another's responses by seating them one on a desk in the classroom. The students were very cooperative in answering the questionnaire. Some of them spontaneously came forward to tell the researcher that they had enjoyed answering
the questionnaire.

ANALYSIS OF THE DATA

The analysis of the data was conducted with the help of a computer at the Regional Computer Center, Poona. The data was first codified by experienced coders. Data was collected in three types of schedules.

Type I Std. IV students 29 questions
Type II Std. VII students 42 questions
Type III Std. XII and T.Y. students 65 questions

Common questions from all three types were coded on one sub-card type. Many additional questions from Type III schedule had to be coded on a second sub card type.

Data was grouped into 10 classes.

<table>
<thead>
<tr>
<th>Group No.</th>
<th>Class</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>IV std. English medium</td>
<td>14</td>
<td>10</td>
<td>24</td>
</tr>
<tr>
<td>2</td>
<td>IV std. Marathi medium</td>
<td>24</td>
<td>22</td>
<td>46</td>
</tr>
<tr>
<td>3</td>
<td>VII std. English medium</td>
<td>10</td>
<td>7</td>
<td>17</td>
</tr>
<tr>
<td>4</td>
<td>VII std. Marathi medium</td>
<td>26</td>
<td>25</td>
<td>51</td>
</tr>
<tr>
<td>5</td>
<td>XII Arts</td>
<td>45</td>
<td>13</td>
<td>58</td>
</tr>
<tr>
<td>6</td>
<td>XII Commerce</td>
<td>38</td>
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<td>79</td>
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<tr>
<td>7</td>
<td>XII Science</td>
<td>25</td>
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<tr>
<td>8</td>
<td>T.Y. Arts</td>
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<td>32</td>
</tr>
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<td>9</td>
<td>T.Y. Commerce</td>
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<tr>
<td>10</td>
<td>T.Y. Science</td>
<td>9</td>
<td>9</td>
<td>18</td>
</tr>
</tbody>
</table>

Total: 232 181 413
Derived variables — In some cases the code list was very high, for example, caste, religion, hobbies, newspapers read, etc. On the basis of examination of the frequencies it was decided to club or recode the answers into meaningful responses.

A second type of derived variables drawn were summary measures or Indices. Summary Indices were drawn with due regard to relative weight given to the responses. Ten summary indices were formulated. These are:

1. Socio-economic Status
2. Awareness
3. Participation and Involvement
4. Political Efficacy
5. Formation of the image of the government.
6. Awareness of contribution in deciding which laws are to be made for the country.
8. Attitude towards Policy of Reservation of Seats.
9. Apathy
10. General Index (Sum of Indices of Awareness, Participation and Involvement, Efficacy, Formation of Image of the government and Awareness of contribution in deciding which laws are to be made for the country).

The maximum score of each index differs from Type I to Type III. Each index was divided into low, medium and high categories. First 30% of the Index value forms the low category; 31 to 60% forms the medium
category and 61% and above forms the High category. The low medium and high categories were divided equally in order to avoid any bias. Since the score values were different for the three types of schedules, the high medium and low categories were determined separately for each type wherever applicable.
HYPOTHESIS

The objective of this study is two fold.

(i) To study political socialization at an early stage childhood and (ii) To understand the process of political socialization assuming it to be a continuous process beginning at childhood and also that a major part of political learning is completed by early adulthood; this period being the most impressionable and favourable for socialization, there is likely to be little change thereafter.

The questions which arise are:

(I) At what stage of life do members of a political system become capable of expressing favourable or unfavourable sentiments towards political objects? and (ii) At what points do members during their childhood make their initial contacts with political objects?

An effort is made in this study to test the following hypotheses.

(1) Children are aware of the political system at a very young age and political socialization at childhood is more formal, general and idealistic. Socialization at this level is more cognitive although affective socialization may accompany knowledge.

(2) Children at a younger age hold a more favourable impression about political objects and the political system. Political cynicism and alienation may appear at a later stage. Thus there is a change in attitudes.
(3) The students studying in regional language, with Marathi as the medium of instruction are likely to be socialized to a greater degree than those studying in English medium. Language is an important factor in socialization.

(4) Boys are more politically socialized than girls. This may be because of the different types of roles they are expected to play. Sex role differentiation is also an important factor in political socialization.

(5) The faculty or curriculum also has an impact on socialization. Students of the Arts faculty show a greater degree of awareness of political matters and interest in political events than those studying in the Science or Commerce faculties.

(6) Higher level of education of parents may point towards a greater awareness and more liberal values and attitudes.

(7) Greater exposure to mass media, newspapers indicates a higher level of political knowledge.
LIMITATIONS

The present study involves children studying in the IV th and VII th Std. belonging to age groups 8 to 13. These children are young and immature. It is doubtful whether such young children will be able to understand the questions put to them and provide meaningful responses. Even in very simple questioning there might be a communication gap. By making the questions as simple as possible, the researcher is unable to elicit sufficient information from the respondents. Suppose the children are able to understand the questionnaire, will they be able to respond reliably and meaningfully. The opinions that a child holds today may not remain the same another day. Children’s orientations are likely to be transient in nature. They may vary from time to time.

A second limitation is that children may tend to respond to the questionnaire as if it were a test. Even though they are repeatedly told that there are no correct or incorrect responses, they may yet try to provide the response that is expected, rather than their own views, since they are accustomed to providing the "right" answers. It is difficult to convince them that the questionnaire is not a test. On the other hand there is a possibility that the respondents at the XIIth Std. and T.Y. level may not answer sincerely.

To draw up the samples it was necessary to depend upon the schools and colleges. Sampling is easier in a school as the roll_call registers are available as sampling frames. Moreover as
schools have a certain degree of control over the students, it was easier to ensure the cooperation of the subjects. But the schools may not be representative of the entire community. Sampling in several schools may have rectified this problem, but it would have become quite expensive and time consuming and it was therefore not possible.

THANE

Thane District forms a part of North Konkan Region which lies between the Sahyadri hills towards the East and the Arabian Sea towards the West. It lies between 72 deg. 45', and 73 deg. 48' East longitudes and 18 deg 42' and 20 deg 20' North latitudes. The district is triangular in shape. Pune and Nagar districts lie on the East, Nashik district lies on its East and North East, Gujarat and centrally administered areas of Dadra and Nagar Haveli lie on the North. Arabian sea forms the North west boundary while Greater Bombay and Kulaba (Raigad) district lie on the South. The population of Thane district as per 1971 census is 22,81,664. Rate of increase of population during the decade 1961-71 was 38%, which is probably due to large scale migration of people from outside the district in search of employment to Thane industrial complex.

The total population of Thane city according to 1981 census reports is 3,09,897. Thane Municipality was transformed into a Municipal Corporation on the 1st October 1982. 32 villages near Thane Municipal limits were merged together and the limits of Thane Municipal Corporation now extend upto Diva station on the East, to Owale on the north, and Yeur on the west. The total area
of Thane has increased about 5 times from 26.16 sq km to 147.8 sq. km. The total population approximates 6 lakhs.

According to the 1981 census reports, the total Scheduled caste population is 11,213 and total Scheduled tribes population is 6,462. The average household size in Thane (urban) is 4.87.

Thane is a large, highly industrialized town in western Maharashtra. Its vicinity to Greater Bombay has been responsible for the development and industrial growth of this town. It lies on the outskirts of Greater Bombay and is located on the mainland. Thane is the district head quarters and is an important town. It is well connected to Bombay by the Central Railway which runs suburban local trains frequently. People used to reside in Thane town and travel to Greater Bombay for work. Thane was mainly a residential town but with the development of CIDCO and the springing up of industries in the Thane - Belapur belt the area has become highly industrialized. The major population of Thane city belongs to the middle income, working class section of society. The population has been increasing rapidly due to the influx of population migrating from rural areas of Maharashtra and other places in search of jobs. The actual area available for habitation is a narrow strip of land because the city is surrounded by mountainous terrain on one side and creek land on the other. Rapid industrialization, urbanization and growth in population, among other reasons has led to complexities in city administration and to the formation of a Municipal Corporation in October, 1982. All these factors help to point out the growing importance of Thane city.
There are a large number of schools in Thane. Some of the well-known ones are:

1. St. John, the Baptist
5. Dr. Bedekar Vidya Mandir.
7. Saraswati English Medium School.

Besides these, there are in all 94 Primary schools run by the Municipal Corporation.

The Vidya Prasarak Mandal is the first educational institution to establish one Arts, Commerce and Science college which imparts education up to graduate level. The Arts and Commerce and the Science College are affiliated to the University of Bombay. Higher education facilities are thus made available to students residing in and around Thane who had to previously travel either to Bombay or to Kalyan to go to college. A Management Studies Centre affiliated to the Bombay University and also a Law College are run in the same campus. Recently other junior colleges have also been set up. These educational opportunities available are in keeping with the general development and growth of this important city.
REFERENCES


