CHAPTER III
THE STUDY DESIGN

This study is based on data collected from three schools in Delhi. Delhi has been chosen as the universe for field investigation because it has a diverse school system. It is a convenient locale of research for the present purpose because it fulfills all our requirements: differences in school structure, differences in socio-economic background of students in different types of schools, differences in exposure to mass-media, rapid means of communication, rising level of students' activism, and permissive environment for political socialization. All these factors lead to differential level of politicization of students.

Schools in Delhi can broadly be divided into three groups:-

1. Government School
2. Government Aided School
3. Unaided Public School

Government higher secondary schools are working under the Department of Education which is the agency of the Delhi Administration for organizing and administering all educational activity in this Union Territory upto the higher secondary stage. Director as the Head, is responsible to discharge the functions of the Department. He works with his subordinates Joint Directors, Deputy Directors, Assistant Directors, Zonal
Officers and Principals whose duties are determined by him from time to time. For administrative convenience, Delhi is divided into West, North/Centre, and South Districts which are further divided into Zones, and for each Zone, there are Zonal Officers whose main duty is to supervise the working of govt. and govt. aided schools and to assist the higher officers in solving day-to-day administrative and educational problems. The examination of the schools under the Department, is conducted by the Central Board of Secondary Education (CBSE) which prepares uniform syllabus for all-India higher secondary, as well as, Delhi higher secondary examination schemes. In these schools, the medium of instruction is Hindi. They do not follow restricted admission policy but their catchment area is limited.

The second category of schools in Delhi is that of govt. aided higher secondary schools. These schools are separated from the first category because they are run by private bodies, but 95% aid is given to them by the Department of Education, Delhi Administration. Therefore, the Government has considerable control over them. Aided schools are run by various societies registered under the Societies Registration Act, 1860. The managing committee of a recognized aided school consists of not more than fifteen members. It consists

1. Delhi Education Code, Education Department, Delhi Administration, Delhi, 1965, pp.7-25.
of head of the school concerned, one parent who is member
of the Parent-Teachers' Association of the school, two teachers
elected from among teachers of the school, two other persons
ominated by the Advisory Board, two persons nominated by
the Director and remaining members are nominated or elected
by the Society according to its rules and regulations.
President is the head of the managing committee of the school
who works with his subordinates including manager and the
principal of the school. The principal's duties, in both
the types of schools, are similar in terms of supervision
of teaching and non-teaching staff, planning of school
academic work in advance in consultation with his colleagues,
development of initiative in teachers, organisation of
teachers to study curriculum with a view to analyse the
content in order to make it more functional, maintenance of
various records and coordination among teachers, etc.
Administrative and financial powers of aided school principals
are determined by the orders of the managing committee of
the school. Teachers of such schools enjoy comparatively
more freedom to participate in professional associations
while government school teachers enjoy comparatively more
job-security. Final examination of aided higher secondary
schools in Delhi is conducted by the CBSE which also prepares

syllabus for them. The medium of instruction in these schools also is Hindi. They also follow unrestricted admission policy and their catchment area is limited.

The third category of schools which differs entirely from the first two categories, is that of public schools. These schools are entirely run and financed by private bodies. They do not accept neither any aid nor allow any interference of the Government. These are small group of recognised higher secondary schools in Delhi associated with different private associations, such as, the Public School Conference, the Council of Indian School Certificate Examination and Anglo Indian Trust, etc. The managing committees of these schools consists of not more than twenty one members. The educationist nominated by the Director of Education will be a ex-officio member and belong to the minority by which the school is established and run. Chairmen are the heads of various managing committees and the entire power is vested in the principal who can, at any time, remove the teacher after giving three months notice. These schools follow restricted admission policy. The medium of instruction is invariably English and their catchment area is widespread. There is no single and uniform syllabus followed by them but they want to achieve identical aims of education. Fees is the chief source of their financial support. They charge high fees which can be met only by a small minority of the people. Therefore, for poor people
these schools are non-existant. They are not mass-based but distinctive of an upper class culture. The following table gives a general picture of different categories of schools in Delhi in terms of managing body, sources of finance, examining and syllabus making bodies and medium of instruction.

**TABLE-1**

<table>
<thead>
<tr>
<th>Categories of schools</th>
<th>Managing bodies</th>
<th>Sources of finance</th>
<th>Examining bodies</th>
<th>Syllabus making bodies</th>
<th>Medium of instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government school</td>
<td>D.E.</td>
<td>D.E.</td>
<td>CBSE</td>
<td>CBSE</td>
<td>Hindi</td>
</tr>
<tr>
<td>Government aided school</td>
<td>Private bodies</td>
<td>95% aid given by D.E. &amp; 5% from other sources</td>
<td>CBSE</td>
<td>CBSE</td>
<td>Hindi</td>
</tr>
<tr>
<td>Unaided public school</td>
<td>Private bodies</td>
<td>Fees &amp; donations</td>
<td>CBSE</td>
<td>CBSE</td>
<td>English</td>
</tr>
</tbody>
</table>

* This table is based on the informations collected from various offices. Full form of the abbreviations used in the Table is given here. D.E.: Department of Education, CBSE: Central Board of Secondary Education, AIT: Anglo Indian Trust, ISCE: Indian School Certificate Examination.
We want to study these different types of schools because the assumption here is that the differences in the process of socialization are attributed to the type of school a child attends. Hence the need to study representative cases from different categories of schools. We are mainly concerned with male students, teachers and parents because our major concern is not of sex differences but of class and caste. Secondly, for a male investigator it is difficult to develop rapport with female students, teachers and parents, as well as, to get permission to interview them. In the present study we are only concerned with higher secondary schools (VI-XI) in Delhi because in these schools students stay for a longer period which may have greater impact on their socialization. Table-2 gives the total enrolment of teachers, students and number of higher secondary schools in Delhi. In the year 1971-72, there were 319 and 149 govt. and govt. aided higher secondary schools with an enrolment of 53.1% and 34.7% students respectively, out of the total enrolment. In the same year there were 38 unaided public schools with an enrolment of only 12.2%. This shows that public schools are limited in terms of numbers, as well as, enrolment of students while majority of students are drawn to government and government aided higher secondary schools.
### TABLE-2

Total enrolment of teachers and students & the number of government, government aided and unaided public higher secondary schools in Delhi

<table>
<thead>
<tr>
<th>Categories of schools</th>
<th>1970-71</th>
<th>1971-72</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of schools</td>
<td>No. of teachers</td>
</tr>
<tr>
<td>Govt. schools</td>
<td>NA</td>
<td>8860</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(62.2)</td>
</tr>
<tr>
<td>Govt. aided schools</td>
<td>NA</td>
<td>4889</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(34.3)</td>
</tr>
<tr>
<td>Unaided public schools</td>
<td>29</td>
<td>496</td>
</tr>
<tr>
<td></td>
<td>(100.0)</td>
<td>(3.4)</td>
</tr>
<tr>
<td>TOTAL</td>
<td>29</td>
<td>14245</td>
</tr>
<tr>
<td></td>
<td>(100.0)</td>
<td>(100.0)</td>
</tr>
</tbody>
</table>

Figures in this Table do not include number of students and teachers in NDMC and Central higher secondary schools. NDMC is a local body which runs 3 higher secondary schools and there are 5 higher secondary schools run by the Central Government.

Class characteristics of different categories of schools

The school is a society in miniature. It means, the school reflects the prevailing social structure. School system in Delhi is stratified corresponding to the existing system of stratification. Different categories of schools generally reflect four social categories:

1. Official class with higher education, higher income
group (1000-3000) urban background, generally higher caste and affluent families. This is a very homogenous social class.

2. High level business class with higher education, higher income group, (2000-10000) mostly urban background and mostly middle and upper caste. This is also a homogeneous social category.

3. Petty business class with lower education, lower income group (200-1000), both rural and urban background and mostly middle caste.

4. Lower administrative class with lower education, lower income group (200-800), both rural and urban background and mostly middle caste. The latter two categories are also more or less homogeneous but different from the first two categories. The first two categories draw its pupils mainly from public schools and the other two categories of students generally go to government and government aided schools. Some studies have also shown this class-orientation of schools in India. For instance, 87.2% of the students admitted to public school in India are urban based, 88.5% of them belong to rich business, official and professional type of home environment and only 6.9% of them belong to lower socio-economic background.\footnote{See, for instance, R.P. Singh, \textit{The Indian Public School}, New Delhi: Sterling Publishers, 1972.} In public schools,
comparatively richer socio-economic background of students go, with an aim to continue education. They have higher aspiration of life and enjoy maximum choice of school subjects which may lead to better prospects in life. These children are served by committed teachers; attractive classroom and school building; well-laid play ground; planned curricular and co-curricular activities; and well-equipped laboratory and library resources. Teaching staff of these schools is generally satisfied because they are given respect and recognition of work. The satisfactory performance of students is attributed not only to the fact that they are drawn from better family background but also to the type of education provided to them.

In government and government aided schools, students belonging to poor socio-economic background are generally drawn, who have limited aspiration of life. They are served by unattractive class room and broken furniture; unplanned teaching procedure and co-curricular activities; and unequipped laboratory and library resources. However, the different types of schools in Delhi reflect distinct culture. On the one hand, we have a small group of efficient, elite based, privately managed, fees charging and standard schools, catering to the needs of the upper class, on the one hand, we have a bulk of mass-based and government maintained schools, catering to the needs of lower class. 4

4. Ibid., p. 27.
Selection of school

We have selected three representative schools, one from each category of schools. For the selection of school units, the following criterion have been taken into account.

1. Historical background of the school. Here the assumption is that historical factor plays an important role in the stability of cultural tradition which gives a peculiar shape to the personality of an institution. Durkheim points that educational process cannot be properly understood apart from its historical context. For proper understanding of the tradition of an institution, it is history that can penetrate beneath the surface of a social phenomena. Therefore, it is appropriate to select schools of about 25 years of tradition and especially those schools which became higher secondary after Independence because the main changes in educational structure took place after this period.

2. Schools drawing students from different socio-economic background but more or less homogeneous within the school. This factor is important because such differences may lead to the differential level of politicization

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of students.

3. Environmental differentiation in terms of exposure to mass-media and locality in which students live.

4. Population size of the school. The school should have adequate enrolment of students, so that, a representative and comparable sample can be located.

5. Differences in the content of textbooks prescribed. The differences in value-orientation of textbooks, as pointed out by Litt⁶, play an important role in politicization of students.

In order to locate schools of about 25 years of standing and those schools which became higher secondary after Independence, we have categorised schools in terms of school-year-groups. The column 3 of Table-3 shows a group of schools which became higher secondary in the year 1940-50. This group is of our main concern. In this year-group, there are three govt. higher secondary schools. Based on the survey of these schools, it was found that there is only one school out of 3 which fulfills all our requirements and became higher secondary in the year 1948. In the same year-group, there are 28 government aided schools. Most of them were functioning as high school and the schools which became higher secondary

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after Independence are either girls' school or entirely rural bases schools. Some of them have religious-orientation and inadequate in terms of students' enrolment. There is one school suitable for our purpose which is located in old Delhi area.

**TABLE-3**  
**School-year-groups**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Govt. higher secondary school</td>
<td>---</td>
<td>3</td>
<td>21</td>
<td>167</td>
<td>81</td>
<td>354</td>
</tr>
<tr>
<td>Govt. aided higher secondary schools</td>
<td>---</td>
<td>28</td>
<td>17</td>
<td>56</td>
<td>36</td>
<td>159</td>
</tr>
<tr>
<td>Unaided public higher secondary school</td>
<td>2</td>
<td>4</td>
<td>5</td>
<td>9</td>
<td>6</td>
<td>47</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2</td>
<td>35</td>
<td>43</td>
<td>232</td>
<td>123</td>
<td>560</td>
</tr>
</tbody>
</table>

In the same year-group, there are four public schools, out of which, there are two mixed schools and one girls' school as shown in Table-4. In the year-group 1940-50, there is only one public school for boys, best suited for our purpose. This school also became higher secondary in the year 1948 but permission was not given to do field work in this
school. This necessitated the shift to some other year-groups to locate a suitable public school. In the years 1951-56, there are five public schools, out of which, four are mixed schools and one is boy's school where I again faced permission problem. In the year 1957-62, there are nine public schools, out of which, there are five mixed schools, two girls' schools and two boys' schools. Out of two boys' schools, permission was given from one school which was chosen, although this school started recently in the year 1960 and became higher secondary in 1967. This school is not very old but it fulfils our other requirements.

Details of the selected schools

The schools which we have selected are: Government higher secondary school, Government aided higher secondary school and public school. In order to maintain anonymity, we do not want to give the names of the institutions selected. Table-5 shows the number of teachers and students in the schools chosen, and the years when they were raised to higher

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### TABLE-4

**Distribution of schools in terms of sex**

<table>
<thead>
<tr>
<th>No. of schools in the year 1940-50</th>
<th>Boys</th>
<th>Girls</th>
<th>Mixed</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>3</td>
<td>—</td>
<td>—</td>
<td>3</td>
</tr>
<tr>
<td>28</td>
<td>20</td>
<td>7</td>
<td>1</td>
<td>28</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>35</strong></td>
<td><strong>24</strong></td>
<td><strong>8</strong></td>
<td><strong>35</strong></td>
</tr>
</tbody>
</table>

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secondary. The government higher secondary school is located on the metropolitan fringe, a border area of New-Delhi from where it draws rural-based, as well as, urban-based students. It is far away from the main Delhi life. It was established

**TABLE-5**

<table>
<thead>
<tr>
<th>Selected schools</th>
<th>Year when the school was raised to higher secondary</th>
<th>1971-72</th>
<th>1972-73</th>
<th>1973-74</th>
</tr>
</thead>
<tbody>
<tr>
<td>Govt. higher secondary school</td>
<td>1948</td>
<td>NA</td>
<td>1311</td>
<td>45</td>
</tr>
<tr>
<td>Aided higher secondary school</td>
<td>1948</td>
<td>37</td>
<td>1091</td>
<td>39</td>
</tr>
<tr>
<td>Public school</td>
<td>1967</td>
<td>50</td>
<td>1107</td>
<td>61</td>
</tr>
</tbody>
</table>

in the year 1911. It is the oldest school in Delhi. In the early period of its development, this school was as good as any one of the public schools of the present time, in terms of educational standard, school surroundings, administration, discipline, teachers' work, laboratory and library facilities, etc. Upto 1964-65, this school used to organise school
Parliament, House-system, Children's Assembly, U.N. Day, Human Rights Day, etc. All these programmes aimed at promoting the understanding of parliamentary system of government, co-operative spirit and international understanding in students. Teachers used to take active part in these activities with their students. This school also used to perform every day ritual of pledging allegiance to the national flag, saying patriotic songs, national anthem, displaying pictures of national heroes, writing of every day local, national and international informations, etc. Involvement of students in these activities provided a necessary condition to accelerate the process of their politicization. Because of the best performance of the school, it was at a time, considered as a model school to be emulated by others. Now the school does not regularly celebrate even the national celebrations. The school's performance is deteriorating every day. In the year 1961-62, its average result was 89.75% and in 1970-71 and 1971-72, it was only 55.5% and 57.1% respectively.8

The aided school which was established in 1915 also shows the same declining trend. This school is housed in a broken building with no cross-ventilation in any one of the rooms. Its condition is quite unhygenic for students.

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staff. There is no play ground. It is located in a congested market lane. In this school also, teachers used to organise House-system activities, various cultural programmes, School Parliament, National Celebrations, etc. These activities are not organised now in a real sense because of the lack of interest, initiative and motivation of the teaching staff. In the year 1968, the average result of this school was 93.00% while it was only 60.84% in 1973.

The public school started in the year 1960. It is located in well-wooded Civil Lines area which is an ideal situation for a school. It is properly maintaining its academic standard from the very beginning. It is one of the best public schools in Delhi which provides all academic facilities for the pursuit of knowledge. Its laboratory, library and reading rooms are well equipped with latest materials. It has Student Council which constitutes selected body of representatives from various classes. It maintains House-system for active participation of students in leadership position, competition, decision-making, debate, organisation of cultural programmes, etc. The participation in these activities is very helpful in developing critical inquiry and political participation of students.
Selection of the sample

After the selection of schools, a representative sample of students, teachers and parents was selected. We have taken only XI class male students in the sample. The students of this class have been taken because they are almost the end-product of the school training. Since the objective is to examine the impact of school system on politicization, this is the most viable group of students. Table-6 gives the total enrolment of students from VI to XI, total enrolment of students in class XI, the number of selected students from class XI, the total number of teachers from VI to XI, and the number of those who filled up the questionnaire in each school. Here the idea is to have more or less the same number

TABLE-6

<table>
<thead>
<tr>
<th>Selected schools</th>
<th>Total enrolment of students (VI-XI)</th>
<th>Total enrolment of students in Class XI</th>
<th>No. of selected students</th>
<th>Total no. of teachers (VI-XI)</th>
<th>No. of teachers who filled in the questionnaire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Govt. school</td>
<td>1389</td>
<td>212</td>
<td>106</td>
<td>49</td>
<td>40</td>
</tr>
<tr>
<td>Aided school</td>
<td>1066</td>
<td>117</td>
<td>112</td>
<td>41</td>
<td>38</td>
</tr>
<tr>
<td>Public school</td>
<td>1230</td>
<td>183</td>
<td>90</td>
<td>60</td>
<td>50</td>
</tr>
<tr>
<td>TOTAL</td>
<td>3685</td>
<td>512</td>
<td>308</td>
<td>150</td>
<td>128</td>
</tr>
</tbody>
</table>
of samples from all the three schools. From the government school, we have selected 106 (50%) students out of 212 on the basis of random sampling. From the aided school, we have taken all the students of Class XI. Out of 117, we have contacted 112 students and the remaining 5 were absentees. From the public school, we have contacted 92 (50%) students out of 183, of which 90 filled in the questionnaire. Therefore, the total sample of selected students, as shown in the table, is 308. We have considered all the teachers but out of the total number of teachers, 40 from government school, 38 from aided school and 50 from public school filled in the questionnaire. From the remaining teachers, some of them were not available, some of them refused and did not return the questionnaire. Therefore, the total sample of teachers is 128. We have taken all teachers teaching from classes VI-XI because they might have taught and incalculated certain values to the students of class XI at some stage of their schooling.

Regarding parents we have considered only male parents (father) because we are studying male students. We have taken only 50% of parents of those selected students partly because it was quite difficult to interview a sample of parents equivalent to that of students for want of time and finance. For the selection of a representative sample of parents, a simple questionnaire was administered to all the selected students to find out their parental background in terms of place of birth, state, religion, caste, age,
education, occupation and income. After tabulation it was found that religion and state are not important categories.

TABLE-7

Distribution of parents according to their place of birth, caste, age, education, occupation and income.

<table>
<thead>
<tr>
<th>Selected schools</th>
<th>Selected students</th>
<th>PARENTAL BACKGROUND OF SELECTION STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total No. of students in class XI</td>
<td>Place of birth</td>
</tr>
<tr>
<td></td>
<td>106</td>
<td>264</td>
</tr>
<tr>
<td>Govt. school</td>
<td>212</td>
<td>42</td>
</tr>
<tr>
<td>Aided school</td>
<td>111</td>
<td>9</td>
</tr>
<tr>
<td>Public school</td>
<td>185</td>
<td>-</td>
</tr>
</tbody>
</table>

* These numbers stand for the following:-

**Place of birth**
1. Village (Rural)
2. Town (Urban)

**Caste**
1. Upper caste (Brahmin, Kshatriya, Vaishya group)
2. Middle caste (Jat, Ahir, Confrerter, etc.)
3. Lower caste (scheduled caste).

**Age**
1. 20-40 years.
2. 41-50 years.
3. 51 and above

**Education**
1. Upto Class VIII
2. Hs/Inter
3. Graduate/Post-graduate

**Occupation**
1. Higher Administrative Services
2. Lower Administrative Services
3. Big business
4. Petty business
5. Farming

**Income**
1. Below 400.
2. 401-800.
3. 801-1200
4. 1201 and above.

because most of the parents are Hindus and belong to Delhi or U.P. Therefore, these factors were eliminated and other
minor categories were collapsed together in order to make more significant and comparable categories. Table-7 gives the distribution of parents according to the factors mentioned above. In the government school there are considerable number of parents of both rural and urban background. Most of them belong to upper and middle castes and the age group 41 to 50. They have lower education (upto X), lower occupation (lower administrative services and petty business), and lower income (below 400 and 401-800). In the aided school, most of the parents are urban based. Most of them belong to upper and middle castes and the age group 41 to 50. They also have lower education (upto X), Lower occupation (petty business and lower administrative services) and lower income (below 400 and 401-800). In the public school, all parents are urban-based. Most of them belong to upper and middle castes (No lower caste parents) and the age group 41 to 50. They have higher education (Graduate/Post-Graduate & Professionals), higher occupation (higher administrative services and big business) and higher income, (1201 and above).

Besides other factors, rural-urban and occupational categories have been taken as major factors for the selection of parents. Table-8 shows rural-urban based categories of parents and their distribution. We have taken all 51 rural-based parents belonging to different caste, age, education occupation and income groups as shown in the Table.
In the urban-based category of parents, there are 100 non-public school parents who belong to lower administrative occupational category and there are 61 parents who belong to petty business occupational category. Out of 100, we have taken 25% and out of 61, 50% parents on the basis of random sampling. From 64 public school parents who belong to higher administrative occupational category, we have taken 40 parents who were easily available. From the big business occupational category we have included all 20 cases. Table-9 shows occupation-wise distribution of parents. Only 20 cases from the last category, as shown in Table-9, is not adequate from the view...
point of comparability of sample. However, only 20 students were available belonging to this occupational category.

**TABLE-9**

**Distribution of parents according to their occupational categories in terms of caste, age, education and income**

<table>
<thead>
<tr>
<th>No. of urban based parents in various occupational categories</th>
<th>Caste</th>
<th>Age</th>
<th>Education</th>
<th>Income</th>
<th>*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Lower administrative occupational categories (100)</td>
<td>46</td>
<td>46</td>
<td>19 59 22</td>
<td>34 39 27</td>
<td>66</td>
</tr>
<tr>
<td>Petty business occupational category (61)</td>
<td>20</td>
<td>39</td>
<td>2 12 33 16</td>
<td>39 18 4</td>
<td>49</td>
</tr>
<tr>
<td>Higher administrative occupational category (64)</td>
<td>47</td>
<td>17</td>
<td>- 3 43 18</td>
<td>- 1 63 2 14</td>
<td>48</td>
</tr>
<tr>
<td>Big business occupational category (20)</td>
<td>8</td>
<td>12</td>
<td>- 2 16 2</td>
<td>- 6 14</td>
<td>-</td>
</tr>
</tbody>
</table>

* See the notes given in Table-7.

only 20 students are available belonging to this occupational category. Table-10 gives the number of parents selected from different occupational categories. From the third occupational category we have taken 40 parents easily approachable because parents are scattered all over Delhi and to contact and interview all of them is a difficult problem with limited time and resources. The parents from the first two categories
TABLE-10

<table>
<thead>
<tr>
<th>Occupational categories</th>
<th>No. of parents selected</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lower administrative occupational category</td>
<td>**58 (33 rural-based and 25% of 100 urban-based parents)</td>
</tr>
<tr>
<td>2. Petty business occupational category</td>
<td>*46 (16 rural-based and 50% of 61 urban-based parents)</td>
</tr>
<tr>
<td>3. Higher administrative occupational category</td>
<td>40 (all urban-based parents)</td>
</tr>
<tr>
<td>4. Big business occupational category</td>
<td>20 (all urban-based parents)</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>164</strong></td>
</tr>
</tbody>
</table>

** We have shown in table-8 that there are 51 rural-based parents. Out of 51, there are 31 parents who belong to lower administrative services and there are 2 parents who belong to higher administrative services. The latter category is insignificant in terms of number, therefore, we have merged it into the former category of services. In this way, we have 33 rural-based parents, as shown in table-10 who belong to the lower administrative occupational category.

* Out of 51, there are 16 rural-based parents who belong to the petty business occupational category and 2 parents engaged in forming who could not be contacted (table-8). Therefore, in all, we have 33 + 16 = 49 rural-based parents out of 51.

have been selected on the basis of random sampling. The sample is quite representative because these categories (the first two and the last two) are more or less homogeneous in terms of income, occupation, education, caste, etc.
Techniques used for data collection

For the collection of data we have used the following techniques:-

1. Questionnaire for students and teachers
2. Interview schedule for parents
3. Observation
4. Content analysis

Questionnaire was administered to students and teachers, and parents were interviewed. Questionnaire and interview schedules are mainly dealing with three forms of politicization: Political awareness, political commitment and political participation. The substance of these forms incorporated into the questionnaire and interview schedule is as follows. Questionnaire for students is divided into six sections. Section one deals with background information of students. Section two is concerned with questions regarding their political awareness at local, national and international levels. In this section, questions are mostly informatory. Sections three and four deal with their preference and commitment to politics, as well as, their expected or actual involvement in political activities. Section five is concerned with mass-media. Section six is concerned with their views about the school, and the prescribed school textbooks. Similarly, teachers' questionnaire is also divided into six sections. Sections one and two are dealing with their background informations and their political awareness, respectively. Section three and four are concerned with their
commitment to politics and their actual political involvement. Section five and six are related to mass-media and school textbooks. In the same way, interview schedules for parents, are also divided into six sections dealing with the same forms and substance of politicization. Questionnaire and interview schedule were first pre-tested on 5% of the total sample of 600 including students, teachers and parents.

Questionnaire for students were administered to them in the classroom during the fixed time. This was done before the investigator in order to help students understand questions and fill in the questionnaire properly and completely according to their understanding. The students were divided into various groups of about ten students in every school. The purpose of this small groupings was to control and supervise students easily, as well as, avoid disturbances and cheating while filling in the questionnaire. Questionnaires were administered to students of various groups in different dates and at specified time but only one group a day. Teachers were given the questionnaire to fill in without any consultation with their colleagues. Some of the students and teachers were also interviewed in terms of certain general questions like their involvement in various school activities, their awareness of educational problems, their interest, motivation, friendship with others, etc. The parents were interviewed in terms of the questions incorporated into the interview schedules which were filled in by the investigator.
Besides, the use of questionnaire and interview schedule, observation has also been done of some of the significant aspects of the situation with a view to combine both qualitative and quantitative data in order to arrive to a more meaningful generalization. The aspects which were observed directly are: the teaching learning process in the class room; library and laboratory resources; school functions like the national celebrations, school rituals, content of everyday local, national and international news written on the information board, mass-media programmes, students participation in various cultural activities, functioning of the House-system and the Student Council. Teachers' interest in teaching-learning process and the system of administration in different types of schools were also observed. Some classes were also taken in order to create an observable situation in which students displayed their behaviour which was relevant to understand the process of their politicization. Through direct observation all relevant aspects were recorded and systemalized. We have given observational data at appropriate places in various chapters.

Content analysis as a technique of analysing the content of school textbooks has also been used. The textbooks prescribed for class I-XI have been analysed to see their relevance.

for teaching and learning of political values. The analysis has been done in the light of the following Constitutional values: (1) Citizenship (2) A sense of belonging to the nation (3) Fraternity (4) Equality of opportunity, (5) Political participation (6) Secularism (7) Distributive justice (8) Individual liberty and (9) Protection of minority rights. (These values have been explained in Chapter V).

First, for the purpose of minimizing subjectivity, the political content of the textbooks have been analysed and ratings have been given by a panel of three judges including the author. In a particular passage of the textbooks, there may be conflicting themes but the judges were asked to give scores to only the political content of the themes relevant to the values listed above. It is in this sense that the study is limited to specific aspect of the textbooks but it is more time-saving and relevant to our problem. Secondly, only positive aspect of the political content has been taken into account. Negative scoring which might not confirm to the values could also have been done but such elements are found to be very few. Thirdly, only class-wise ratings have been given from I to V because the subjects are not very discrete at these stages, especially the textbooks prescribed in government schools. Subject-wise ratings have been given from classes VI to XI because of the discreteness of subjects. Fourthly, all operative norms within a particular value may
not be reflected in to the textbooks and all values may not be mutually exclusive which may create measurement problem. However, the central theme of the values specified, has been taken into account while making ratings. Fifthly, after the ratings have been done, an average was taken and figures rounded off in order to show clear variations in scores secured by the political values.

After data collection, data analysis is the next stage. Firstly, all filled questionnaires and interview schedules were coded with the help of different coding books. After this, all the informations were transferred on coding forms, frequency tables prepared and percentages calculated. The school-wise interpretation in terms of the levels of politicization of students, teachers, and parents has been done on the basis of most relevant tables out of 159 frequency tables. Secondly, we have done cross-tabulation because we assumed the possibility of the influence of some of the factors on the process of politicization. Therefore, with the help of cross-tabulation, we proposed to identify some of the independent variables expected to affect this process. We have considered rural-urban background, caste and scholastic performance of students as independent variables. Students are more or less homogeneous in terms of age and religion. All of them are male students. Their class factor has been discussed while dealing with parents. In relation to teachers; we have considered, rural-urban, caste, age and length of service. They are more or less homogeneous in
terms of religion, education and socio-economic background. In relation to parents; rural-urban, caste, age, education, occupation and income have been taken into account. All of them are male parents (father) and homogeneous in terms of religion. Each of these variables has been cross-tabulated with important questions of the questionnaire and interview schedule. Relevant tables have been incorporated out of 740 cross-tables. Thirdly, all the percentages given in the tables have been converted into a simple scale in order to interpret low, medium and high levels of politicization. (See Table-16, page 102). Fourthly, in the end, we have tried to develop various typologies in terms of what "causes what" with what consequences and the concomitant variations. For instance, if an individual has "a" type parent, "b" type existential condition, studies in "x" type school where "c" type teachers teach, "d" type curriculum is available and exposed to "f" type media, he will have a particular pattern of socialization.

**Definition of Concepts**

We have mainly used two concepts: education and politicization. We have discussed the function of education in terms of politicization of students. However, in brief, the concept of education, both formal and informal, refers to the process of transmission of values through interpersonal relationship, and hence, it becomes a potential source of
socialization. Politicization, as part of the process of socialization, refers to the process of internalization of political values.¹⁰ We have studied the process of politicization in terms of its three important forms: (1) Political awareness, (2) Political commitment and (3) Political participation.

Political awareness can be defined with respect to a single criterion, that is, the knowledge of national and international matters through which we get a measure of political consciousness.¹¹ The substance of political awareness refers to its subject matter or the content in various forms of questions. For instance, we asked the students, what are the important national parties? What do the three colours of our National Flag stand for? What do the C.P.I., A.I.C.C. and N.A.T.O. stand for? What are the three countries which are members of the European Common Market?, etc. The substance of political awareness consists of more difficult questions for teachers and parents. For instance, to which ideology do the various political parties belong? What are the countries which favour the policy of military alignment and military non-alignment? What was the main reason of war between America and North-Vietnam?, etc.

Considerable level of political awareness forms the basis for political commitment which refers to a crystalized option or preference of certain ideology or party or profession. The substance of this form of politicization, consists of questions related to their commitment. For instance, suppose you (students) are a voter, which party would you prefer to vote? Whether you agree or disagree that all national institutions should be in the hand of the state? What in your (Teachers and Parents) view should be the basis of India's foreign policy or India should have relation with what country?, etc.

Political awareness and commitment are necessary conditions for effective political participation. This concept refers to a voluntary involvement in various political activities like canvassing for the candidate, collecting money, voting, personally seeking election, attending meeting, etc. Through these activities members of a society share directly or indirectly in the formation of public policy. However, scholars for a long time, considered political participation as a threat to the stability of political system but for a developed democracies, the assumption has been that the

move the participation, the more democratic it would be considered. The substance of political participation consists of questions related to various forms of political activities mentioned above.