

SOCIALIZATION



Understanding Socialization and the context of the Learner

- Understand socialization
- Socialization at home context: family as a social institution; parenting styles and their impact; transmission of parental expectations and values.

- Socialization is basically the learning of social values and roles by its members.
- Learning to deal with the social world, by gaining and accepting the rules and standards and also matching social expectations.

- It learns to control and regulate.
- The child has an inborn capacity to learn and to communicate.
- Gradually, it also learns to internalize the values and norms. The mode of learning to live in society is called the process of socialization.

- Socialization is a process of owning , adopting and initiating the newborn, stage by stage, in the family, community and society.
- This process functions at two different levels
- 1. Within the infant, which is called internalization
- 2. From outside. i.e. parents, other family members and peers etc.

- The socialization of the young means that they learn to appreciate the shared meanings and values of the culture at large

Guides to direct behaviour patterns in their own life.

- To internalize is to absorb something within the mind so deeply that it becomes part of the person's behaviour
- E.g. good manners.
- Therefore, Socialization is basically the learning of social values and roles by its members.

- Social scientists have referred to this capacity of the child to learn and to internalize as the plasticity of human nature.
- This capacity to learn is realized through socialization and human infants develop into adequate members of human societies through the learning received in the family.

- This development is largely a process of learning.
- Thus what are known as seemingly inborn attitudes are determined and moulded through the process of Socialization or bearing social norms, values, attitudes beliefs and behaviour pattern.

- Definitions of Socialization
- According to E.S. Bogardus
- “ Socialization in the process of working together, of developing group responsibility or being guided by the welfare needs of others”.

- According to
- W.F. Ogburn
- “Socialization is the process by which the individual learns to conform to the norms of the group.
- According to Lundberg,
- “Socialization consists of the complex processes of interaction through which the individual learns the habits, beliefs, skills and standards of judgment that are necessary for his effective participation in social groups and communities”

According to HT Majumdar,

“Socialization is the process whereby original nature is transformed into human nature and the individual into a person”.

According to Drever

- Socialization is a process by which the individual is adapted to his social environment by attaining social conformity and becomes a recognized co operating and efficient member of it.

Norms and Values in Socialization

- The norms and values may of different castes, religion or social classes or religious groups.
- According to whether one lives in a village or in a city or one belongs to a tribe or whether one is a boy or girl.
- These social groups can be viewed as socializing agencies.

- Their role confirms that the variation in norms and values takes place according to some of these affiliations mentioned above.
- E.g. emphasis on cleanliness may vary according to social class.
- Also the language that one speaks depends on the region one belongs to.

- Thus, the same human infants are capable of growing into different kinds of adults.
- The adult personality formed in one society will be different from that of an adult in another society.
- He or she may be unfit for participation in another society.

- E.g. person who doesn't eat meat, smoke, or drink alcohol may look odd in a family where all these are permitted.
- Socialization is a two- way process, in which the child merely receives from the parents as well as is actively involved in it.
- There are different views on it.

- True, the young child is not as active as the adult member, but it is never a passive receiver.

Aim of the Socialization

- The aim of the socialization process is to help the child learn to conform to the social norms, values, beliefs, attitudes and behaviour patterns.
- Which means, there are various levels of expectations.

1. The first societal experience is through the family, but as the child grows up in the contemporary societies, his/her experience expands.
- It becomes a member of a number of agencies.

The School is the second Agency of which children become members.

- Later, they will also become members of the religious groups to which their parents belong.
- They will also be members of the social classes to which their families belong. Further they will also become members of the occupational groups.

- The specific aim of Socialization is to help the Child to internalise the Social norms and active membership of the society.
- Thus, the Child is integrated into the Society.
- Therefore, Socialization is the process of social control to strengthen group life and also foster the development of the individual.

- It teaches or trains the individual to conform to the expectations of the social group or groups.
- Thus, conformity to the group norms and behaviours is basic to the process of Socialization through which society exerts social control on the individual members.

- Socialization is the process in which there is interaction between individual and individual and between individual and Society,
- An individual learns the language, lifestyle, conduct manners, customs and traditions of the society and thus adjusts in the society.

Factors of Socialization

- Sociologists have studied the process of Socialization minutely.
- According to them, there are four elements, components, or factors of the process of Socialisation.

1. Biological Characteristics

- Man has his own biological characteristics,
- He takes birth with certain basic instincts, emotions, general innate tendencies, senses and brain.
- His Socialization occurs on their bases.
- In their absence, his socialization cannot occur.

2. Social interactions

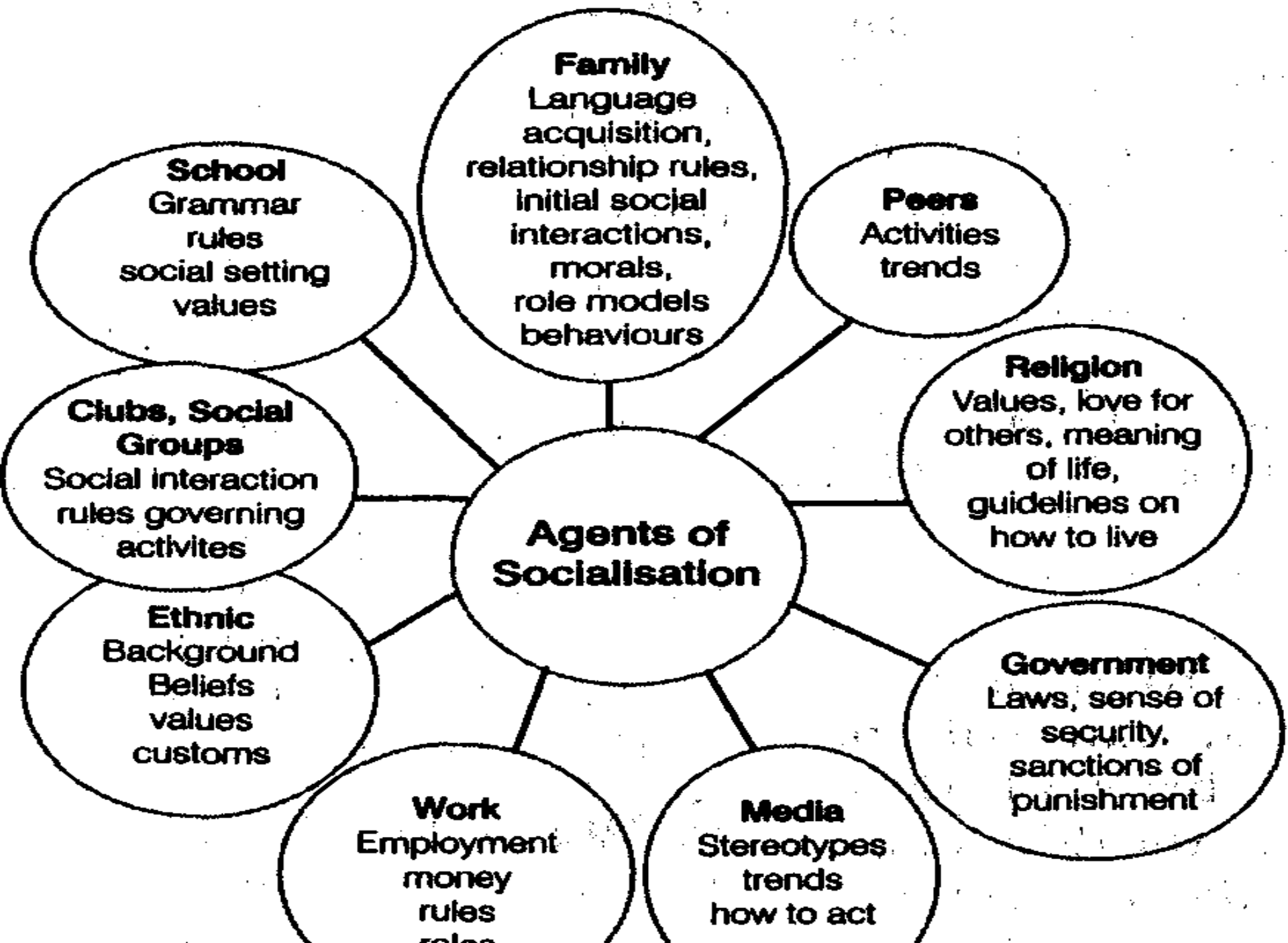
- Another essential element for Socialization of man is his social interaction.
- Until and unless a person comes in contact with others, there can be no interaction between them, and then he can learn neither the language , not the behavioural norms of the society.
- By learning these, he changes from a biological being to a social being.

3. Definite outcome of social Interactions.

- It is also essential for Socialization that the interaction between individual and individual , individual and society has definite outcomes.
- Socially approved behaviours cannot be learnt by meaningless interactions.

4. Approval- Disapproval of the outcome

- When there is an action there will be an outcome. A child can learn robbery by living among thieves, but when he comes to know that this task is not socially approved and doing it he cannot adjust in the society, then he will not do it.
- Learning socially approved behaviours to conduct himself/herself accordingly is called socialization



Agents of Socialisation

- 1. Family
- 2. Neighbourhood and Peer Group
- 3. Caste
- 4. Community
- 5. School
- 6. Religion

FAMILY

- Family is the foremost and most important institution that affects the socialization of the child. The child opens his eyes in the lap of his mother.
- After that, he comes in contact with his family members.
- He imitates the family members to learn their language and behavioural norms.

- He repeats the tasks that are approved by his family, and keeps away from doing those that are forbidden in the family, and thus he adjusts himself in the family.
- These attributes developed in childhood are very stable. Thus, family is the foremost and most effective agency of the socialization of the child.

Socialization in the Home context

- Family is actually his/her first School
- Mother is her most loving teacher.
- Family is the first and most important Agency of Socialization.
- The Child initially comes in contact with parents and other family members.
- As a result, it imitates their actions and behaviour pattern

- Through different forms of responses, such as, anger, screaming, smiles and through movements of arms , hands and legs etc.
- These kinds of special gestures help it to integrate itself with its family.
- The Child spends a maximum period of time here.
- In the family the child comes in contact with his parents, brothers and sisters, uncles, aunties, cousins, grand parent etc. and he learns many habits and behaviour from them.

- Love, sympathy, co- operation, tolerance, consideration and many other qualities are learnt in the family first.
- The Child also learns many ideals, customs and traditions, first of all from his family.

Family as a Social Institution

- Family is a crucial primary agent of Socialization.
- Family is the smallest unit of society and represents it in all aspect.
- It is the locus of early socialization or the internalization of basic values of culture because the child is most plastic and exposed longest in the dependent relationship with parents.

- The basic requirements involved in walking, playing with other children, eating, toilet training and generally dealing with adults are learned in an informal way. The family is also the source of internalization of the basic cultural vocabulary of the child.

- The learning of roles in family takes place with effective orientation of the parents towards the child. Parents and siblings as role models invoke less anxiety, because the family situation offers security to the child.
- In primitive society the family used to be the chief seat not only of socialization but also of education.

- Learning of role was hereditary and the household being the place of work, all arts, skills and crafts were learnt under the guidance of the older kinsfolk.
- The stability of occupational roles, lack of social mobility and kin-bound relation of work and trade made the education system of peasant society homogeneous and static, and the process of socialization simple and smooth.

- With the growth of an industrial society, the established order of peasant society is broken.
- The family structure also changes and its size becomes smaller with a predominance of nuclear and neo- local types.
- The chief mechanism of socialization, such as, learning, adjustment etc. becomes more complex as a number of opposite standards

- Of values of morality and patterns of life prevail in the same community, sometimes even in the same family.
- The role of the family in the socialization process and education is now taken over more and more by other agencies mainly the school.

- Another function performed in the family is the education of children. The family is an important educational agency.
- The children learn the first letters under the guidance of parents though today he/she learns them in the kindergarten.

- The traditional family was the centre of vocational education because the children from early childhood were associated with the family task .
- The modern family has delegated the task of vocational education to technical institutes and colleges.

Parenting Styles

- Family is the first important and typical Social group into which a child is socialised.
- Studies of Socialization have focussed upon Child- rearing techniques (parenting styles) and their likely impact upon social cognitive development.

Are the following statements true or false?

1. Infant – mother emotional attachment are natural and formed readily. (T/F)
2. Placing infants and children in day care negatively affects their development. (T/F)
3. Extensive use of punishment is the key to effective discipline. (T/F)
4. Parents shouldn't have to explain their reason for punishing their children. (T/F)

All these statements are false.

- During the first few months of life, infants rely on built-in behaviour, such as, crying and smiling to initiate and maintain contact with adult caregivers. Infants start to recognize their most frequent caregiver (mother).
- This emotional bond between infant and mother is termed infant attachment. This attachment is not automatic.

Mary Ainsworth and her colleagues (1978)

- Concluded that infants could be classified into one of three attachment styles by about 8 months of age.
- These different styles develop out of parent-infant interactions during early months of life
 1. Babies with the avoidant attachment style tend to ignore their mothers.
 2. Those with an anxious-ambivalent style seem to desire contact with the mother, yet they actively resist her when she comes near.

3. The majority of infants are securely attached and welcome contact with their mothers.

A secure attachment to a caregiver during infancy is important because it seems to provide a basis for successful social relationship later in life.

Erik Erikson's terms; the securely attached baby has developed a sense of basic trust in the mother and toward the world at large.

Parenting style and their impact

- Social adaptability is an important requirement of the social life of a child, which can be affected by his/her mother's parenting style.
- Supportive Parenting and emotional relationship between parent and offspring directly affects the socialisation of the children.

- A supportive interpersonal relationship fosters those characteristics in children that are valued in the society.
- Such a relationship includes love, support and warmth.
- Such a relationship tends to develop high self-esteem and sufficient cognitive abilities.

- Relationship of this kind also helps in exhibiting moral attitudes and behaviours and in adopting the dominant values of the society.
(Bronfenbrenner, 1977)

Rollins and Thomas (1979)

reported that parental emotional support is associated with high self-esteem, enhance creativity ,

advanced cognitive development, instrumental competence, conformity to societal norms and acceptance of societal moral values among children.

On the other hand, absence of parental emotional support is related to the behaviour like delinquency, aggression, learning disability and mental illness.

- Like parental support, parental control or discipline also affect the process of socialisation.
- Different techniques of parental control or discipline affects the child's behaviour and attitude in different ways.
- Researchers have revealed that there are two main types of discipline of control by the parents

Induction and coercion

- In the Inductive – control method, direct contest of will between parents and child is avoided and parents reason to induce voluntary behaviour in the child.
- In other words, here the parents reason by giving information to the child about possible consequences of behaviour of the child or others

Coercion method

- In the coercion method parents directly use their status, control of resource and physical methods in attempting to induce an appropriate behaviour

Types of Parenting Style

- 1. Authoritarian style
- 2. Permissive style
- 3. Authoritative style
- 4. Neglectful Style

Parenting styles

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graph LR; A[Parenting styles] --> B[Authoritarian style]; A --> C[Permissive style]; A --> D[Authoritative style]; A --> E[Neglectful style];
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Authoritarian style

Parents are strict, expect unquestioned obedience from their children, punish misdemeanours and set standard of behaviour

Permissive style

Parents have few rules, allow children freedom to make serious decisions and control their own behaviour

Authoritative style

Consistent in applying punishment, reason with the child, allow child responsibility, encourage open communication and independence

Neglectful style

Parents keep themselves away from children's lives showing complete failure to provide nurturance, emotional support and satisfaction of basic needs.

- Child rearing practices – Many studies of socialisation have focussed upon child-rearing techniques or parenting style and their likely impact upon social and cognitive development.

Authoritarian Parents

- Parents show strictness
- Use physical punishment or the threat of it with their children
- Set a standard of behaviour which the child is expected to attain
- Highly demanding and controlling.
- They issue commands that are to be obeyed without question (do it because I said so)

- Low acceptance , high control
- These parents rigidly maintain tight control even as their children mature.
- They also tend to be somewhat emotionally distant and rejecting

Permissive Parents

- High acceptance, low control
- Make few or no demands from their children.
- Allow children free expression of impulses and set few limits on appropriate behaviour
- Responsive and warmly accepting and indulge their children's desires.

Authoritative Parents

- High acceptance , high control
- Set high goals for their children
- Accepting of their children and responsive to their needs
- They encourage verbal give and take and allow their children to question parental requests.
- They provide age-appropriate explanations

- They emphasize on the consequences of “good” and “bad” behaviour.
- Authoritative Parents maintain control but take into account each child’s unique and changing needs.
- They are willing to negotiate with their children, setting new and less restrictive limits when appropriate, particularly as children mature.

Neglectful Parents

- Low acceptance, low control
- Provide for the basic physical and emotional needs of their children.
- They convey the impression that they don't particularly care for their children.
- They are not particularly involved with or supportive of their children
- No help with homework, minimal supervision, little time spent together.

Effects of parenting styles

- Baumrind and others have found that parenting styles are associated with different traits in children
- Authoritative parenting is associated with the most positive outcomes.
- Children whose parent use this style do the best in school and tend to be self-reliant, friendly, and cooperative.

- In contrast , the children of authoritarian parents tend to do less well in school and to have lower self-esteem and poorer social skills.
- Permissive parents often have children whose grades are lower and who are indisciplined, impulsive, and easily frustrated.

- Although Baumrind didn't report on children of neglectful parents, other researchers have found them to have low self-esteem and to be moody, impulsive and aggressive (Maccoby and Martin 1983)

- For instance, parents may become increasingly authoritarian in response to their child's increasing resentment and irritability.
- Baumrind's results imply that authoritative parenting is most likely to foster social and cognitive competence in children

Socialization in the Context of Community, neighbourhood, extended Family, religious group and their socialization functions.

- Community is a large social group. It is comprised of all of family, neighbourhood, castes and several other social groups, organizations and institutions.
- The socialization of the children in a community of different civilizations and cultures and in a community of one language, one civilization and one culture is different.

- The children in the community with one language, custom, tradition and culture, come in contact with the members of that community speaking the same language having similar behavioural norms and customs and traditions, though they come from different families.
- As a result, the direction of their Socialization is same.

- As a result, the direction of their socialization is the same. On the contrary, the children of a community having different languages, religion and culture find themselves in a different environment.
- It is true that the attributes of family and caste are inerascable, yet different

- The Civilization and culture of the community have an effect on the children.
- Cultural differences in the community are an impediment in the socialization of the child.
- The festivals and celebrations of the community play an important role in the socialization of the child.

- The children come into contact with others on those occasions. The outcome of this contact is both competition and cooperation.
- A little care in this regard can help inculcate permanent emotions towards the language, art, culture, history, civilization and culture of one's own community.
- We should make an effort towards it.

- Only under such circumstances can the community be helpful in the socialization of the children. Else not.
- The community in which the child takes birth, he/she has to live and adjust in it.
- If he/she does not adjust in it, he/she can't live happily.
- Whatever the type of community, its cooperation is needed for complete socialization of the child.

- The Child's socialization takes place by his taking part in group activities of the community.
- So it is essential that we allow the child to take part in group activities of the community.
- And it is the duty of a community to construct different groups, organizations and institutions to become helpful in the socialization of the children.

NEIGHBOURHOOD

- At the age of two- three years, the child walks out of his family to mingle in the families in neighbourhood.
- Neighbourhood acts as an important agent of socialisation. It directly affect the social and emotional development of children.
- Neighbourhood influences the socialisation process in different ways.
- Children are readily influenced by the behaviour of the neighbourhood.

- If it is friendly, cooperative, sympathetic and social, it is likely that the children's social development will be positive and it will accelerate the process of socialisation.
- On the other hand, if the neighbourhood is quarrelsome, aggressive, egocentric, prejudiced, it is likely that children may develop some unsocial behaviour patterns.
- Such neighbours tend to retard the socialisation process.

- Now his scope becomes larger than the family.
- He plays and quarrels with the children of his age group.

- These children sometimes love each other and sometimes quarrel.
- Sometimes cooperate and sometimes hinder others' tasks.

- Their quarrels are very temporary in nature.
- They make up immediately and begin to play again.
- The children learn to defend their rights and do their duties. They learn to behave,
- Co-operate and struggle with others, and learn with their criticism to adjust in different social circumstances.

- The children with leadership qualities become the leaders of the group.
- These children have their own world, and own unique system in this world.
- The socialization of the children occurs in a very natural manner in this environment.
- The fact that applies to family is also applicable to neighbourhood and peer groups.

- If the families in the neighbourhood are uncivilized and backward, the socialization of the children does not occur in the right direction.
- Besides the characteristics of the neighbourhood environment and the peer group, the child's socialization also depends on his own interests aptitude and ability.

- Unhealthy, shy, delicate, cowardly and peevish children neither enter the neighbourhood nor play with the children of their age group.
- How can their socialisation take place.
- The families in which the children are free to play and jump, become healthy and active, they take part in group activities and are respected in the group.
- On the contrary, other children do not want to play with the children of poor families, unhealthy and ugly and peevish children.
- Consequently their socialization is different.

EXTENDED FAMILY

- One of the important features of Indian rural life.
- the Head of the family lives with his children and grandchildren under the same roof.
- It has its own advantages as well as disadvantages.
- It is very much disintegrating.
- All the members of the family have blood relationship and own common property.

EXTENDED FAMILY

- The Joint family or extended family is a very old institution of India.
- It is one of the features of our rural family system and continuing because of the advantage which it has in our rural economic and social life.
- The Extended family is a family, in which all the members of the family live together under one roof and have the same herth.
- All the members of the family have a blood relationship and own common property.

- The children grow up under strict supervision of the elders and remain under their watchful eyes.
- Therefore, as citizens, they prove to be disciplined and well behaved.
- They also learn to live in close cooperation with the others and behave in a manner that the feelings of others are not hurt.

Thus ,they consider very much for the feelings of others before taking any action.

- The Joint family system produces disciplined children, who have the habit of living in cooperation with one another.
- They preserve old customs and traditions and are a real asset of the nation at all times.
- They love their homes, respect their elders and sincerely do their duty.

EXTENDED FAMILY

- In a joint family the Child learns to live in cooperation with others.
- Inculcate spirit of cooperation and adjustment which pays in the long run. There are less quarrels and differences. They learn to solve their problem amicably.
- One is taught to discharge his/her responsibilities efficiently and smoothly

- The child is taught to support the family at all circumstances especially in times of difficulty.
- Develop a sense of confidence in the child.
- The child is taught to show kindness and love towards disabled, handicapped dependents etc.
- The Child will learn to relax and worry less about their future life.
- Everything is taken care of by the head of the family.

- It is not possible for the children to go astray in a joint family.
- There is always someone to look after them when the parent are engaged somewhere else.
- Children are taught to live a disciplined life, as they are required to obey all the elders of the family.
- This develops among them a spirit of discipline which lasts with them throughout life and is their great possession.

RELIGIOUS GROUP

- A child goes to the temple, churches or mosques with his/her parents or family members.
- He participates in various rituals and ceremonies there, he\she listen to the sermons of the priest and interacts with other devotees.
- All these things contribute to his socialization.

- Religion has been an important factor in society.
- In the early society, religion provided a bond of unity.
- Though in modern society the importance of religion has diminished, yet it continues to mould our beliefs and ways of life.
- In every family, some or other religious practices are observed on one or other occasion.

- The Child sees his parents going to the temple and performing religious ceremonies. He listens to religious sermons which may determine his course of life and shape his/her ideas.
- Why is the religious dimension of Social life is so important?

The religious rituals, religious festivals, religious books, religion-related stories, drama, biographies etc. all influence the life of the child.

It learns the value of religious sanctions for his/her actions.

Differences in the socialization processes and practices are noticeable among certain religious communities.

- These may be at variance with one another although some of the external symbols such as dress, speech have become uniform for all religious groups in the big cities during the last few years.
- So that it has become difficult to distinguish members of one religious community from another on the basis of dress etc.

- But in the village , a significant section of people are continuing to wear their traditional dresses and can still be distinguished on the basis of these outward symbols.
- Thus the differences are not confined to religious ideology, but are reflected in the socialisation process through the beliefs, attitudes, norms and behaviour patterns of the people belonging to these sects and sub-sects.

Socialization in the School



SCHOOL

- School is another important agent of socialization .
- School is the child's first experience with formal and public evaluation of performance.
- In school, the behaviour and work of the children are evaluated by the same standards and judgments and are made public to the others in class as well as to the parents

- In the school children tend to develop those traits which facilitate social interaction throughout life.
- In this sense schools civilise children
- Researches have revealed that there are different aspects of schools which have an impact upon children's Socialization.

- Both class size and pupil's location in the class determine the extent to which the pupil participates in the classroom activities.
- While participation is higher in smaller classrooms, pupils seated in the front and centre of the class, popularly called action zone,

- Participate more than pupils seated in the remaining parts of the room (Gump and Ross 1977).
- Researchers have also revealed that with the increase in class size (with 40 and above pupils) the total amount of discussion decreases.

- However, a smaller percentage of children do participate frequently in such situations.
- Apart from this in small classes, there are greater group activities, more individualization more positive student attitudes, less misbehaviour and teachers are also more satisfied.

- The agencies of socialization that we have discussed so far, the child's socialization in them, occurs accidentally and naturally. This socialization provides intellectual basis in the school.
- Whatever be the socialization that takes place in the family, neighbourhood, peer group, caste and community, the school provides it stability to it by giving intellectual basis to it.

- The children of different families, different castes, different religions, different economic statuses and different social levels study in school.
- There is a difference in the language and behavioural norms of these children.
- The school provides an environment in them where children take part in collective activities to learn the language and manner of behaviour as approved by all and thus adjust themselves in the wider society.

- The children are trained in controlling themselves and behaving in a socially approved way.
- A narrow attitude is developed in the family, neighbourhood and caste.
- The school transform his narrow attitude in to wider attitude.
- After having passed out of schools, the children become able to adjust in any society.

- The society in which they have to live further, they adopt Its lifestyle and adjust to it.

- How far school succeeds in the socialization of the child depends on two factors.

1. School Environment

2. The children.

The school environment

- The Principal and teachers of the school have a broad attitude.
- They don't differentiate among the children on the basis of caste, religion, economic status and social level etc. and treat children equally
- The socialization of children in such a school is affected properly.

- The school that is based on a particular caste cause impediments in the socialization of the children.
- 2. the children are prejudiced, they do not follow the rules of the school and in such a case their socialization can't be affected.

Two facts about child's socialization are especially significant

- 1. the child who live in these social group after birth, all of these are either helpful or hindrance in his socialization.
- If the members of these social groups are educated and conduct themselves according to the behavioural norms acceptable to society .
- The socialisation of the child takes place in the right direction.

- Now, whether it is family, neighbourhood, caste of the whole community, the child's socialization depends on this fact: how educated its members are and how social they are.
- 2. The socialization of children is special in that their socialisation from birth to adolescence occurs at a very rapid rate.

- After that, they adjust to the members of the desired social group by learning its rules and behavioural norms.
- Family and neighbourhood have the foremost influence during infancy.
- But behavioural norms are guided by school during childhood and adolescence.

- The children who do not receive school education, their socialization occurs in a narrow manner and the children who receive school education for a longer period their socialization occurs more widely.
- These two facts make out that school plays a double role in the socialization of children.
- This role can be played by the school when their teachers are aware.

- In modern industrial society the school system has emerged as one of the most potent agencies of socialization. School offers two contests for the students.

Formal context of the classroom is

- That Wherein the contest of socialization is decided by the prescribed curriculum
2. Context is informal and can be perceived in the interpersonal relationship of students with teachers and those students among themselves.

Talcott Parson (1959)

- In his essay “The School class as a social system”, argues that school as a social system performs four Important functions simultaneously
- 1. Emancipation of the child from family
- 2. Internalization of social values and norms at a higher level than that available in the family.

- 3. Differentiating of the school class in terms of actual achievement.
- 4. The selection and allocation of human resources into the adult role system,

- By going through this process the child acquires the values of industrial society
- Like achievement orientation
- Discipline
- Liberalism and
- Rationality.

School as a social institution and its notions in Bihar

- The foundation of society is based on education, since it brings economic and social prosperity.
- Education is the most important factor for the development of human civilization.
- To uplift the degree of awareness of the society.

- The appreciation of the importance of education and educational practices in Bihar dates back to the period of Gautam Buddha and Mahavir in 5th century B.C.
- During the first three decades after independence as in as rest of India, there was an unprecedented growth in education in Bihar too in terms of increase in the number of schools at all levels, number of teachers in these schools, number of trained teachers in proportion to the total number of teachers.

- However most of the improvement was of a quantitative nature.
- Gradually, the quality of education for the vast majority of the children at the primary middle and secondary levels of education declined.
- The literacy rates in some districts of Bihar present a very depressing picture.
- In Kishanganj, Purnea, Araria and Kathihar the literacy rates are in the miserable range of 31 %

- Supaul and Madhepura, where the vast proportion of the female population is illiterate.
- Bihar comes out very poorly in terms of the availability of school and teachers in schools.

Survey on the drawbacks of the Education system in Bihar by the students of PWC

- Teachers absenteeism is high in government schools. 54% teachers are irregular in school and from the remaining 46% most of the teachers are never on time to take classes.
- There is a low dropout rate of students from primary to secondary government schools.
- The Mid-day meal is available in a few schools but it is not hygienic.

- Most of the teachers have gained training
- Student-teachers ratio is low in most of the schools.
- 10% schools have computer and practical labs, but not in use. Even children pay fees for it but facilities are not given.
- Library is also there in a few secondary schools but no proper books are available.

- The school building is not in good condition and not been reconstructed since a long time.
- Separate toilets are not available in almost 82% schools and in most of the schools the condition of the toilet is not good.
- In primary schools Bench and Desk are not being provided. Students sit on the floor and they even have to sit in the outdoor area as there are not separate classes for them.

GENDER IDENTITIES AND SOCIALIZATION PRACTICES IN FAMILY, SCHOOLS, OTHER FORMAL AND INFORMAL ORGANIZATIONS; SCHOOLING OF GIRLS

- GENDER
- Gender is a form of socio-biological difference between man and woman.
- The sexual difference is socially constructed contrasting characteristics labelled as masculine and feminine.

- Conceptually the term 'gender' differ from 'sex', as the latter refers mainly to bimodal distribution of biological/demographic characteristics between male and female.
- In the case of gender differences, it is the socio-biological differences that have been historically conditioned and are accepted as part of the social institution.

Gender and socialization

- From birth until death, gender shapes human feelings , thought , and actions.
- Children quickly learn that their society considers female and males different kinds of people.
- At the age of three, they begin to apply gender standards to themselves.

Traditional Notions of Gender Identity

FEMININE TRAITS	MASCULINE TRAITS
Submissive	Dominant
dependent	Independent
Unintelligent and incapable	Intelligent and competent
Emotional	Rational
Receptive	Assertive
Intuitive	Analytical
Weak	Strong
Timid	Brave
Content	Ambitious
Passive	Active
Cooperative	Competitive
Sensitive	insensitive
Sex object	Sexually aggressive
Attractive because of Physical appearance	Attractive because of achievements

- Table above presents the traits that people traditionally link to “feminine” and “masculine” behaviour.
- As similar as women and men are, it is curious that we are taught to think of gender in terms of one sex being opposite to the other, even though research suggests that most young people do not develop consistently feminine or masculine personalities (Bernard 1980, Bem, 1993)

- Just as gender affects how we think of ourselves, so it teaches us how to act in normative ways.
- Gender roles are attitudes and activities that a society links to each sex.
- Insofar as our culture defines males as ambitious and competitive, we expect them to play team sports and aspire to positions of leadership.

- To the extent that we define females as deferential and emotional, we expect them to be supportive helpers and quick to show their feelings.

Gender and Family

- The first question people usually ask about a newborn _ “Is it a boy or a girl?”- looms large because the answer involves not just sex but the likely direction of the child’s entire life.
- In fact, gender is at work even before the birth of a child because, especially in lower income nations, parents hope their firstborn will be a boy rather than a girl.

- Soon after birth, family members usher infants into the “pink world” of girls or the “blue world” of boys (Bernard 1981)

Gender and School

- Gender shapes our interests and beliefs about our own abilities, guiding areas of study and, eventually, career choices (Correll 2001).
- In High School, more girls than boys learn secretarial skills and take vocational classes such as, cosmetology and food services.
- Classes in wood working and auto mechanics attract mostly young men.

- In college, the pattern continues, with men disproportionately represented in mathematics and sciences, including physics, chemistry, and biology.
- Women cluster in the humanities such as English , the fine arts(painting, music, dance, and drama), and the social Sciences (including anthropology and sociology)
- New areas of study are also likely to be gender-typed.

Other formal and informal organization

- Gender and Mass Media
- Television first captured the public imagination
- In the 1950s, males have held centre stage , and until 1970s racial and ethnic minorities were all absent from prominent television roles.
- Today while we expect to see both sexes on camera, men are still more likely to play the brilliant detectives, fearless explorers, and skilled surgeons.

- Historically, advertisements have shown women in the home, happily using cleaning products or appliances, serving food, and modelling clothes.
- Men on the other hand predominate in ads for cars, travel, banking services, and alcoholic beverages.
- The authoritative “voice-over” – the faceless voice that describes a product on television and radio- is almost always male.

- The traditional view that earning an income is exclusively a “man’s role” no longer holds true.

Working Women and men

- Earning an income is exclusively a “man’s role” no longer holds true.
- Women working for income

Gender and occupation

- How are women kept out of certain jobs?
- Female nurses
- Male pilots
- Kindergarten teachers.
- Women earn less

Gender and education

- In the past, women received little schooling because their lives revolved around the home.
- But times have changed.
- By 1980, women earned a majority of all associate's and bachelor's degrees.

College doors have opened to women.

Men continue to dominate some professional fields.

- In 2001 Men received 53% law degree.
- 57% Medical degree
- 61% of Dental degree
- Our society still defines high-paying professions as masculine.
- Nevertheless, the proportion of women in all these professions is rising steadily

Inequalities and resistance in society: issues of access, retention and exclusion

- India is a democratic country, committed to social justice and improving the lot of the common man.
- One of the social objectives of its education is to cultivate all available talent in the country, so as to build up an egalitarian society.
- This is possible only when equal opportunities are provided to all in the field of education.

- There are a few backward or underprivileged classes in India who, for various reasons, have not been able to get the benefit of education and they need more and special facilities for educating their children.
- Inequality of educational opportunities does exist in India.

It exists between

- One state and another state
- One district and another
- In a district, one area and another
- Boys and girls
- The Different Sections of the society
- The upper castes and the scheduled castes and scheduled tribes.
- Socially advanced and socially backward classes
- Economically better off and economically poorer classes.

Causes of Inequality of opportunities

- Socio, economic and political condition
- Poverty: A large section of India's population is economically poor, they cannot bear the expenditure on the education of their children.
- They cannot have the same chance as those who come from richer families, even if they have educational facilities available.

Standard of Schools and Colleges

- This creates an extremely intractable form of educational inequality.
- Students coming from rural areas, where the schools are ill-equipped, do not have the same opportunity as is available to students coming from the urban areas,

Home Environments

- A child from a rural household or an urban slum, having illiterate parents does not have the same opportunity as a child from an upper class home with highly educated parents.
- **Sex:** Wide disparity exists between the education of boys and girls.
- Socially disadvantaged section
- Varying Literacy level

- Inaccessibility of habitations: hilly and forest areas cannot be easily approached.
- Varying occupational opportunities
- Dearth of qualified teachers.

Measures

- For the poor- abolish fees, provide free books, stationery, meals and uniform. Also a large programme of scholarship for economically backward students.
- A more reliable and egalitarian method of selection of students for admission to higher level, and award of scholarships.

- Special attention should be paid in schools to children from underprivileged homes, by the provision of day-study centres or boarding houses.
- The National Policy on Education 1986 placed special emphasis on the removal of disparities and a equalising educational opportunities.

Retention and Exclusion

- Retention
- Social inclusion is defined by the European Union
- “whereby individuals gain the opportunities and resources necessary to participate fully in economic, social and cultural life and to enjoy a standard of living and well-being that is considered normal in the society in which they have greater participation in decision making which affects their lives and gives access to their fundamental rights.”

- **Exclusion**
- Marginal groups like: mentally ill
- Physically handicapped
- Suicidal people
- Aged invalids
- Abused children
- Substance abusers
- Marginalized people
- Single parent children

- Multi problem households
- Delinquents
- Anti-social and other misfits

The Indian State and the Excluded

- Despite over six decades of modernisation and planned development, the traditionally excluded communities, especially the outcastes and tribals, continue to face inhuman forms of exclusion from the economy, and the public and religious spaces with varying degrees of intensity manifest in newer forms of deprivation.

- The caste and untouchability based exclusion and discrimination can be categorized in the Economic, Civil, Cultural and Political spheres, as the exclusion, and the denial of equal opportunity in economic spheres would necessarily operate through markets and non- market transactions and exchange.

- Labour market, while hiring
- Capital market, denial of access to capital
- Agricultural land, market denial of sale and purchase

Untouchability practice

- Denied access to water facilities
- No entry into village shops
- No access to restaurant /hotels
- No entry to public transport
- No entry for seating in Cinema Halls.

Suggested reading

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4. Yagati Chinna Rao and Sudhakara Karakoti (2015) Dimensions of Social Exclusion Caste, Class and Gender- Meena book publication.

5. Dr. A.B. Bhatnagar and Dr, Anurag Bhatnagr (2015) Philosophical and Sociological Foundation of Education
6. Raman Behari Lal and Sunita Paloa (2016) Philosophy and Sociology of Education – Vinaya Rakheja publisher
7. Vinoti Ojha Trivedi (2016) Gender, School and Society – Agarwal publication
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