ACHIEVERS IAS ACADEMY

Sociology: Education and Socialization

Paper 2: Visions of social change in India – Education and Social change.

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. Educational methods include storytelling, discussion, teaching, training and directed research. Education frequently takes place under the guidance of educators but learners may also educate themselves. Education can take place in formal or informal settings and any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational. The methodology of teaching is called pedagogy.

Socialisation stands for the development of the human brain, body, attitude, behaviour and so forth. Socialisation is known as the process of inducting the individual into the social world. The term socialisation refers to the process of interaction through which the growing individual learns the habits, attitudes, values and beliefs of the social group into which he has been born.

> Any education given by a group tends to socialize its members, but the quality and the value of the socialization depends upon the habits and aims of the group. Hence, once more, the need of a measure for the worth of any given mode of social life.
>
> John Dewey

Education and Socialization - Introduction

Both socialization and education involve selective learning, which implies systematic reinforcement of certain behaviour patterns and roles as also the inhibition of others. Socialization consists of progressive learning of a series of roles. Distinctions between the process of socialization and education can be hypothesized on a general basis. Socialization is mostly an unconscious, subjective process, rooted in the primary or basic institutions of society, while education is a conscious endeavour which is purposive in nature and connected with secondary institutions of socialization.

The contrast between industrial and pre-industrial societies serves to bring out the changing place of education within the socialization process. In the pre-industrial societies, the vast bulk of learning was done through socialization and not

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through formal education. The individual learnt largely by participation in work, the family, religion and so on although some instructions were imparted during such an activity. In some cases, education was also imparted in the form of apprenticeship, i.e., the individual learnt by the side of the practitioner.

Formal education and Socialisation

In an industrial society education is differentiated from other aspects of socialization to a greater extent than in a non-industrialized society. In a sociological sense, the term differentiation refers to the extent to which one activity, role, institution, or organization is separated from others. Education prepares people for increasingly specialized roles. The higher the level of education a person receives, the more specialized that education becomes. A child's education is geared to providing basic familiarity with literacy skills. In each subsequent year, the focus of education in schools narrows down to particular themes and subject areas. In secondary school, a child specializes I in two or three subjects, sometimes only in specific domains within these subjects. At the University, level this specialization increases to an extent that the most educated person receives a doctorate (considered the highest degree) for knowing more about an even smaller portion of a subject.

The Hidden Curriculum

- A study of five elementary schools in different communities found:
  - Schools for working-class students emphasize procedures and rote memorization.
  - Schools for middle-class students stress the processes involved in getting the right answer.
- Schools for affluent students focus on activities in which students express their own ideas.
- Schools for students from elite families work to develop critical thinking skills, applying abstract principles to problem solving.

Role of family in education and socialization

The family is an institution most closely associated with the process of socialization. Obviously, one of its primary functions is the care and rearing of children. We undergo the

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process of socialization first as infants living in families and later as we grow up, attend school, and office. It is here that we develop a sense of 'self' and personal identity.

Families influence the educational process in two ways, (i) they provide the kind of interpersonal stimulation that leads to development in the child of characteristics that are functional in a school setting; and (ii) they guide, coach, explain, encourage and intercede on behalf of their children in reference to the school experience. They clearly help children to acquire the knowledge, skills, and dispositions that make them more or less able members of their (schools) society.

Conclusion

Education is permeated by influences from family and community. It is highly susceptible to pressures from the dominant social groups in society. Education thus preserves, and often increases, social biases present in society. Different socialization experiences of students have significant implications on the kind of personalities or self which children develop, the attitudes, skills and knowledge, they acquire, which in turn affects their achievement level in school. There are certain factors in their socialization, which are conducive to learning in school, whereas there are others, which place the students at a disadvantage vis-a-vis school and inhibit learning.

Previous Year Questions

1. Write short note: a) Role of education on social development.
                      b) Education as an instrument of social change.
                      c) Education and social inequalities.

2. Elaborate the meaning of the term 'equality of educational opportunity'. Discuss education as a medium of cultural reproduction and social transformation.
3. Distinguish between the process of formal education and socialization. Examine effectivity in formal education as an instrument of social change.

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