1

SOCIETY AND EDUCATION

Unit Structure

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1.0 OBJECTIVES

After going through this unit, you will be able to

- Understand the meaning of Sociology of Education and Educational Sociology

- Understand the scope of Sociology of Education and Educational Sociology

- Explain the need to study Sociology of Education

- Explain the difference between Educational Sociology and Sociology of Education

- Understand the concept of Social Institution

- Explain the types and functions of Social Institution

1.1 INTRODUCTION

For the study of various subjects the science is divided into two basic parts one is the natural sciences and other is social sciences. Physics, Chemistry and Biology are the examples of natural sciences. Social sciences study the sociological phenomenon for e.g. social relations. Society means the network of social relationship. August Comte, A French Philosopher (Father of Sociology) first coined the term "**Sociology**". The word

SOCIOLOGY is derived from the Latin word "**Socius**" meaning society and the Greek word "**Logus**" meaning systematic study or science Thus "**Sociology"** means the science or study of society.

Scope of sociology is depending upon two important schools one Specialistic or formalistic school and the other is synthetic school. According to Specialistic school sociology included the study of social relations and as per the synthetic school sociology means general science, means it include the study of other subjects like economics, history and political science.

1.2 MEANING OF EDUCATIONAL SOCIOLOGY AND SOCIOLOGY OF EDUCATION

Educational Sociology and Sociology of Education are the branches of sociology. In 1928 **George Payne** (Father of Educational Sociology) published the book "**The Principals of Educational Sociology**" in this book he threw light on the effect of education. He considered that the knowledge of social interaction is one of the important elements so social progress and this knowledge should be grasped through education. **John Dewey** threw light on the education is a social process and importance of educational sociology in his book **School and Society (1900) Democracy and Education (1916)**

According to **George Payne** by Educational sociology , means the science which describes and explains the institutions, social groups, and social processes ,that is ,the social relationships in which or through which the individual gains and organizes his experience.

- **Brown** – Educational sociology is the study of the interactions of the individual and his cultural environment which includes other individuals, social groups, and patterns of behavior.

- **Good** – Educational sociology is the scientific study of how people live in social groups especially including the study of Education i.e. obtained from by the living in the social groups and education that is needed by the members to live efficiently in social group.

- **Ottoway** – Educational sociology starts with the assumption that education is an activity which goes on in society and the society in turn determines the nature of education

- **Cook& Cook** – Educational sociology is the study of human factors in the educative process, with the aim to improve teaching and learning in all types of educational system.

Emergence of Sociology of Education

Sociology of education is a later development in Sociological study of education. It can be said to be as refinement or improvement upon educations Sociology. Main contributors John Dewey, Emile Durkheim, Robert Angel ,Marx Weber .**Lester F. Ward**, an American Sociologist

was the first scholar to emphasize the need of studying education Sociology in his book "**Dynamic Sociology"(1883)**and also focused Education as the proximate means of progress.

John Dewey stress upon the school should be treated a social institution in their respective articles "**My Pedagogic Creed**" and "**the demands of Pedagogic on Sociology**" published by the university of Chicago press in 1897.

In 1920 **Robert Angell** was used the name sociology of education. Angell and his colleague focused educational institutions are the systematic and scientific sources data collection. In 1963 Journal **of Educational Sociology** converted **Journal of Sociology of Education.**

- Web dictionary- Sociology of education is the study of how public institution and individual experiences affects education and its outcomes.
- Brookover & Gottieb- Sociology of education may be defined as the scientific analysis of the social processes and social patterns involved in educational system.
- Sociology of education is the study of how social institution and forces affects educational processes and outcomes and vice-versa.

Sociology of education emphasizes the analyses of sociological process involved in educational institution and also the sociological problems in the realm of education which is the concern of sociologists.

1.3 NEED TO STUDY SOCIOLOGY OF EDUCATION

- **Opposition to individualism:** The sociological tendency was born out of reaction to individualism It stresses the importance of society against the individual.

- **Social progress as the aim of Education:** Social welfare is the aim ascribed to education by the sociological tendency Children should be trained only for this through a system of free and compulsory education.

- **Stress on Professional and Vocational Education:** The sociological tendency lays stress on enabling the child to earn his livelihood.

- **Faith in Democracy:** The sociological tendency also evinces faith in Democracy. In a Democracy education is based upon the co-operation between the state and society and besides success of a Democracy depends on the education of its members.

- **Clarification of Social Problems:** The sociological tendency clarifies social problems and suggests ways and means of solving them through education many social reforms can be brought about through education and it can create entirely new generation which may be free from the defects of the earlier generation.

- **Raising the standard of Social Life:** The sociological aim of education is raising the standard of social life by promoting comprehensive development of the child. Education must train him to fulfil his social responsibilities If it falls to do this , education cannot be said to have any utility.

- **Importance to Social Sciences:** The presence of sociological tendency in Education has led to greater importance being attached to social sciences so that the child can understand social phenomena and problems and thus be enabled to make some positive contribution to social welfare.

- **Importance to social life in the school:** Social life within the school has been recognized as important because of the sociological tendency.

- **Education as an Agency of social progress:** According to sociologists education is the best means of social control, social change, thus leading to social progress .All social changes that are necessary for social progress can be easily brought out through education.

1.4 a) SCOPE OF EDUCATIONAL SOCIOLOGY

Educational sociology studies the effect of social interaction on education and vice versa. Following important factors should be studied in the educational sociology.

- Role of education in society

- Interrelations between teacher and students

- Need and significance of teachers in society

- Relations between School and other social agencies

- Importance of mass media

- Importance of teaching method in the development of students.

1.4 b) SCOPE OF SOCIOLOGY OF EDUCATION

Following important factors should be studied in the educational sociology

- Analysis of the relationship of educational system to other aspects of society.

  a) Education and culture

  b) Education and social control & the power system

  c) Education and social change

  d) Education and social class

e) Education and other groups

- School & social system

a) Nature of school culture

b) Structure of school society

- System of interconnected social relationship between the individual and number of others a social role
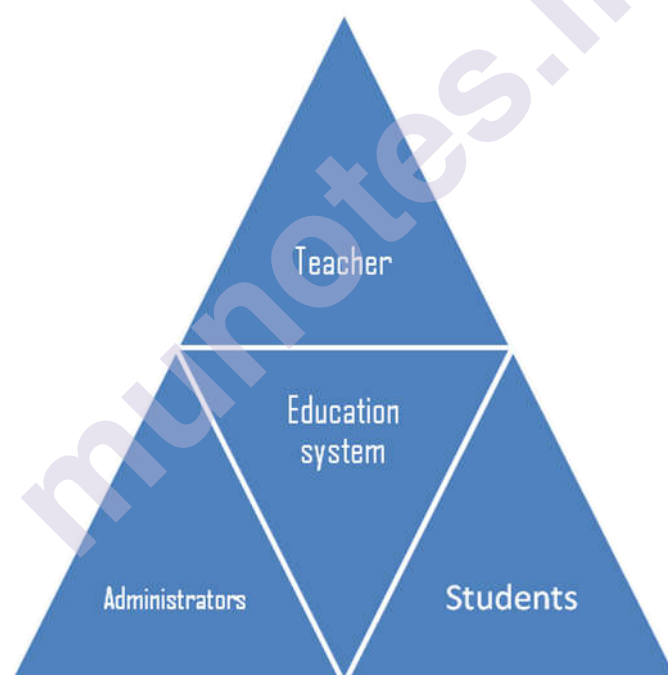
a) Social role of teacher

b) Nature of teachers' personality

c) The effect of teachers' personality on pupils' personality

d) Function of school in the process of socialization of the students

- Education – interaction within the system

- Education & Social system

a) Education & kinship

b) Education & Stratification

c) Education & political system

d) Education & the attitude of knowledge

- School & community

a) Effect of community on educational organization

b) Analysis of educational process in non-school social process of community

c) Relationship between the school and community and Educational function

d) Factors of community (Population & environment) and educational organization

• Different social institute and education

• Relation between Education & job

• Relation between education & social class, culture & language

• Education & economical system of country

• Education & social & cultural change

1.5 DIFFERENCE BETWEEN EDUCATIONAL SOCIOLOGY AND SOCIOLOGY OF EDUCATION

Educational sociology is the application of general principles and findings of sociology to the administration and processes of education. The approach means the application of sociology to the institution of education as a separate societal unit. Sociology of education depicts an analysis of the sociological processes involved in the educational institution. It emphasizes the study within the institution of education.

EDUCATIONAL SOCIOLOGY	SOCIOLOGY OF EDUCATION
Jorge pen – Finney, Snedden, Peters, Clements & Kinneman	R.C.Angell – Durkheim, Lester word, Brookover & Gottlieb
Angell – Educational sociology is a branch of the pure science of sociology	Angell – Researches develop in school situation as a sociology of education
According to Smith, Zorbaugh & Kulp – Educational sociology is the application of Sociology to educational problems.	Sociology of education is Scientific analysis of the social process & Social pattern involved in the educational system.
Educational sociology is strictly technology and not science at all.	Development of scientific generalization about human relations in educational system
According to new science applying sociological principles to the whole process of education	Educational process goes on both in formal & informal situations
To analyze the pattern of social interaction and social role within the	To analyze the human relations and society.

school & relation of personalities within the school to outside the group.	
To study the place of teacher in society	To study the social role of teacher
Determination of teaching methods for the development of child.	Determination of teaching methods for the Socialization of child
To study the school as small unit of society and their interrelations	Study of whole society and other aspects of society

1.6 CONCEPT OF SOCIAL INSTITUTION

A social institution consists of a group of people who have come together for a common purpose. Social institution is a social structure and social mechanisms of social order and cooperation that govern the behavior of its members. It is a group of social positions, connected by social relations performing a social role. Social institution is an interrelated set of norms.let's study some of the definitions about social institutions.

- Ogburn and Nimkoff- Social institutions are organized and established ways of satisfying certain basic human needs.

- K Davis-Institution can be defined as a set of interwoven folkways mores and laws built around one or more functions.

- Parsons- Institutions are the normative complexes relating to the major aspects of our social activity.

- Harry Johnsons- A social institutions are thus a recognized normative pattern.

- Anderson and parker- Institutions are established normative patterns operating through institutions agencies, which men develop to achieve the basic needs or objectives of a society.

A set of organized beliefs rules and practices that establishes how a society will attempt to meet basic needs.A group of persons bonded together for common purposes having rights, privileges, liabilities, goals or objectives distinct and independent from those of individual members. A social institution may be defined as an organizational system which functions to satisfy basic social needs by providing an ordered framework linking the individual to the larger culture.

1.7 TYPES OF SOCIAL INSTITUTION

Major Perspectives –

According to Marx – Social institutions are determined by their society's mode of production and Social institutions serve to maintain the power of the dominant class.

Weber – Social institutions are independent but no single institutions determine the rest. The causes and consequences of social institutions cannot be assumed in advanced.

Durkheim – Set the stage for later functionalist analyses of institutions by concluding that religion promotes social solidarity and collective conscience.

Functionalist Theory- The social institutions listed in this (along with other social institutions) fulfill functional prerequisites and are essential.

Conflict theory- Social institutions tend to reinforce and inequalities and uphold the power of dominant groups. Emphasizes divisions and conflicts within social institutions.

Symbolic Interactionism- Focuses on interactions and other symbolic communications within social institutions.

General functions of social institutions are -

1. Institutions satisfy the basic needs of society.
2. Institutions define dominant social values.
3. Institutions establish permanent patterns of social behavior.
4. Institutions support other institutions.
5. Institutions provide roles for individuals.

The five basic institutions are: Family, Education, Religion, Economic and Political institutions.

1. *Family institution*- deals with procreation and regulation of sexual norms.

2. *Educational institution*- deals with socialization and preparation for productive participatory citizenship.

3. *Religious institution*- deals with the promotion of personal meaning and understanding of ultimate concerns.

4. *Economic institution*- deals with the allocation and distribution of goods and services.

5. *Political institution*- deals with the authoritative allocation of public social goals and values.
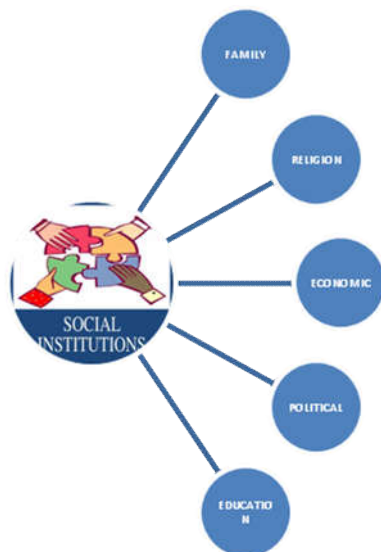
The Family:

The family is the most important social unit in society. It is the building block of society. Family, most universal social institution, takes responsibility for raising the young and teaching those accepted norms and values.

MacIver & Page- The family is a group defined by sex relationship sufficiently precise and enduring to provide for the procreation and upbringing of children

*Clare-*by family we mean a system of relationship existing between parents and children

*Burgess &Locke-*a family is a group of persons united by the ties of marriage, blood or adoption constituting a single household interacting and in intercommunication with each other in their respective social role of husband and wife, mother and father, son and daughter, brother and sister creating and maintaining a common culture.

Functions of the family institution-

- The control and regulation of sexual behavior.
- To provide for new members of society.
- To provide for the economic and emotional maintenance of individuals.
- To provide for primary socialization of children.

Religion Institution:

Religion provides a shared, collective explanation of the meaning of life.

Dawson –whenever and wherever man has a sense of dependence on external powers which are conceived as mysterious as and higher than man's own, there is religion".

<u>Kant</u>-Religion is the recognition of all our duties as divine commandments.

<u>Harald Hoffding</u>-the essence of religion is faith in the conversation of values.

<u>A.N. WHITE</u>-Religion is a vision of something which stands beyond, behind and within.

<u>Gisbert</u> –Religion is the dynamic belief in and submission to god or to gods on whom man feels dependent.

A unified system of beliefs and practices pertaining to the supernatural and to norms about the right way to live that is shared by a group of believers. Sociologists treat religion as a social rather than supernatural phenomenon.

Durkheim: religion provides social solidarity and collective conscience; it expresses and celebrates the force of society over the individual.

Functionalist theory: functions of religion include providing meaning for life, reinforcing social norms, strengthening social bonds and marking status changes (e.g. marriage) dysfunctions, according to some, include justifying persecution.

 Functions of the Religion -

* Providing solutions for unexplained natural, phenomena.

* Supplying a means for controlling the natural world.

* Religion tends to support the normative structure of the society.

* Furnishing a psychological diversion from unwanted life situations.

* Sustaining the existing class structure.

* Religion serves as an instrument of socialization.

* Religion may both promote and retard social change.

* Religion may both reduce and encourage conflict in groups.

Economic Institution:

Sociologists understand the economy as the set of arrangements by which a society produces, distributes, and consumes goods, services, and other resources. Economic institution, organizes the production, distribution, and consumption of goods and services.

Marx: economic organization determines the major features of any society.

Functionalist theory: functions of economic institutions include: production and distribution of goods, assignment of individuals to different social roles such as occupations.

Function of the Economic institution-

* Provide methods for the production of goods and services.

* Provide methods for the distribution of goods and services.

- Enable societies members to consume goods and services which are produced.

Political Institution (state):

Political institution is the system of norms that governs the exercise and distribution of power in society.

<u>Garner</u>-state is a community of person ,more or less numerous, permanently occupying a definite portion of a territory, independent and so of a foreign control and possessing an organized government to which the inhabitants render a habitual obedience.

Weber: defines the state as an authority that maintains a monopoly on the use of violence in its territory.

Functionalist theory: Functions of political institution include protection from external enemies, resolving group conflicts, defining societal goals and strengthening group identity and norms. Pluralism, a particularly functional type of political institution, entails distribution of power among many groups so no one group can gain control.

Function of the Political Institution-

- The institutionalization of norms (laws).
- The enforcement of laws.
- The adjudication of conflict (court).
- Provide for the welfare of members of society.
- Protection of society from external threat.
- Construction of a national scheme of education.

Education Institution:

Educational institution- deals with socialization and preparation for productive participatory citizenship.Education ensures the transmission of values, patterns of behavior, and certain skills and knowledge. Education institution is a form of learning in which the knowledge, skills, and habits of a group of people are transferred from one generation to the next through teaching, training or research.

Functions-

Mcnergney and Herbert (2001) described the school as first and foremost a social institution, that is, an established organization having an identifiable structure and a set of functions meant to preserve and extend social order.

School is the place for the contemplation of reality, and our task as a teacher, in simplest term, is to show this reality to our students, who are naturally eager about them.

- **Intellectual purpose:**

- To teach basic cognitive skills such as reading, writing, and mathematics,
  to transmit specific knowledge.

- **Political purpose:**

- To inculcate allegiance to the existing political order(patriotism)

- To prepare citizens who will participate in the political order

- To assimilate diverse cultural groups into political order

- **Social purpose:**

- To socialize children into the various roles, behavior and values of
  society.

- **Economic purpose:**

-To prepare students for their later occupational roles, and to select, train,
 and allocate individuals into the division of labour.

- Construction of a national scheme of education.

- Training in citizenship.

- Provision of schools.

- Adult education.

- Finance of schools.

- Universal, compulsory and free education.

- Encouragement of guardians.

- Provision of efficient teachers.

- Provision of military education.

- Provision of standard books.

- Provision of scholarships.

- General control and direction of school system.

- Organization of boards and committees.

- Appointments of commissions.

- Encouragements to educational research

1.8 FUNCTION OF SOCIAL INSTITUTION

1. Social Solidarity- the religious institute teach us to help each other.
   Political institute maintain the security of the society through by laws
   and orders.

2. Transmissions of culture- social institutions are transmitting the
   culture from one generation to other. Educational institutions imparts
   the knowledge .family institution provides values and culture about the

society. Family teach us various norms, values, traditions of the society.

3. Social Welfare and Development- social institutions provide and satisfying the societal needs. Economic institutions provide the goods and services. Religious institutions transmit the various values. Political institutions provide the facilities for the various stakeholders of the society.

4. Recreational Activities – social institutions are the real source of recreation for the people .the educational institutions organize various curricular and extra curricular activities.political institutions organizes various national sports, competitions for the people.

1.9 UNIT END EXERCISE

1. Why we study the Sociology of Education?
2. Explain the difference between Educational Sociology and Sociology of Education
3. Explain the role of social institution the development of society.
4. Discuss the functions of Social Institution.

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THEORETICAL APPROACHES TO SOCIOLOGY OF EDUCATION

Unit Structure

2.0   OBJECTIVES

After going through this unit, you will be able to

• Understand the various sociological theories.

• Explain the contributions made by Durkheim and Parsons towards structural functionalism

• Explain the theory of symbolic Interactionism.

• Understand the role of conflict theory and explain the modes of conflict and causes of conflict

2.1 INTRODUCTION

Sociological theories means is a set of statements that seeks to explain problems, actions or behaviour. Theories guide research and policy formulation in the sociology of education. They also provide logical explanation for why things are happens the way they do. A theory is a proposed relationship between two or more concepts. An effective theory may have an explanatory and predictive power. Theories help sociologist understand the educational system and it's also contribute to our understanding of education as a part of society.

Sociologists study social events, interactions, and patterns. They then develop theories to explain why these occur and what can result from them. In sociology, a theory is a way to explain different aspects of social interactions and create testable propositions about society (Allan, 2006). For example, Durkheim's proposition, that differences in suicide rate can be explained by differences in the degree of social integration in different communities, is a theory.

The proponents of sociological theories are Karl Marks, Emile Durkheim, Max Weber, Talcott Parsons & Robert Merton, Louis Atthussor & Ralph Dahrendorf, Herbert Mead& Herbert Blummer.

Theories in sociology provide us with different perspectives with which to view our social world. A perspective is simply a way of looking at the social world. A theory is a set of interrelated propositions Sociological theories help us to explain and predict the social world in which we live.

Sociological theories help us to take various pieces of a puzzle and put them together, using specific framework to help us make sense of it all and to give us the tools about the bigger picture of society.

Each theoretical perspective represents a particular way of understanding the social world. It is like seeing the world through a specific set of glasses. There are three major theoretical perspectives in sociology. Symbolic Interactionism, Structural Functionalism and Conflict Theory.

2.2 PROPONENTS OF SOCIOLOGICAL THEORIES

Karl Marks   Talcott Parson   George Harbert Mead   Emile Durkheim   Max Weber

Robert Merton   Herbert Blummer   Louis Atthussor   Ralph Dahrendorf

2.3 SYMBOLIC INTERACTIONISM

Definition- Interactionism theory analyze society addressing the subjective meaning that people impose on objects, events,& behaviours.subjective meanings are given primacy because it is believe that people behave based on what they believe and not just on what is objectively true.

The symbolic interaction perspective also called symbolic Interactionism is a major framework of sociological theory. This perspective relies on the symbolic meaning that people develop and rely upon in the process of social interaction.

Symbolic Interactionism looks at individual and group meaning making focusing on human action instead of large scale social structures.

George Herbert Mead (1863-1931)

- George Herbert Mead was born in South Hadley, Massachusetts in February of 1863.

- In 1894 , Mead moved from The University of Michigan to Chicago, Illinois, where he would later become the center of the sociological department at The University of Chicago.

- After Mead's death in 1931 his students at the University published his Mind, Self, and Society teachings.

- Herbert Blumer, Mead's pupil, further developed his theory and coined it "Symbolic Interactionism."

Mead an American Philosopher, Sociologist & Psychologist. One of the founders of social psychology pioneered the development of symbolic interaction perspectives. Mead is well known for the his theory of social self, which is based on the central argument that the self is a social emergent..

The social conception of the self entails that individual selves are the products of social interaction and not the logical or biological precondition of that interaction. It is not initially there at birth but arises in the process of social experiences and activity. For mead mind arises out of the social act and communication meads concept of social act is relevant not only to his theory of mind but to all facets of his social philosophy.

Symbolic interaction theory in general asserts that the world is constructed through meanings that individuals attach to social interactions. Mead's approach to understanding social life was grounded in his understanding of the steps in child development. In 1934, he used the terms *"I"* and *"Me"* to refer to the process that individual go through in understanding themselves in a social world.

I & Me Concept- A child enters the world only understanding the concept of "I"—he or she is mostly unaware of the social world except as it relates to fulfilling his or her own needs. The "I" is controlled by impulses and basic human needs and desires. As a child gets older, the social part of the self—the "Me"—develops. The child learns about other people through the understanding and meaning he or she attributes to gestures. The "Me" develops through interaction with other people and through the social environment. This happens by learning how individuals respond to specific acts and gestures made by the individual. The "Me" is the social self. The "I" is our immediate response to others.

Mead explains that there are two distinct stages that a child goes through in order to realize "Me." The first is the *play stage,* where children learn how to take the attitude of a single particular other. The second stage—where full development of the self occurs—is the *game stage,* where a child learns to take on the attitude of everyone else. By being able to internalize the roles of several others, he or she is about to function in organized groups in society.

Looking-glass self

- Looking-glass self is the process of developing a self-image on the basis of the messages we get from others, as we understand them.

- There are three components to the looking glass self: 1.Imagine how we appear to others; 2. Imagine what their judgment of that appearance must be; 3. Develop some self-feeling, such as pride or mortification, as a result of our imagining others' judgment.

Generalized Other

- By being able to take on various roles at a time, he or she understands the roles and attitudes of multiple people. This understanding of collective attitudes of a society is what Mead referred to as the *generalized other*. The generalized other keeps individuals connected to society by an understanding of shared meanings; it can be considered a bridge between the individual (micro) and the wider society (macro).

After Mead's death in 1931 his students at the University published his Mind, Self, and Society teachings. Herbert Blumer, Mead's pupil, further developed his theory and named it "Symbolic Interactionism."

Herbert Blumer (1900-1987)

This theory is the process of interaction in the formation of meanings for individuals. In simple form, people act based on symbolic meanings they find within a given situation.The goals of our interactions are to create a shared meaning.**Herbert Blumer came up with three Core principles for his theory. -Meaning, Language, and Thought.**

Meaning-

• Meaning: "Making is a community project"

• Meaning is something that has to be assigned and who assigns it?

• The definition of this word states that it is a intention for a particular purpose or destination.

• Blumer says that the principle of meaning is central in human behavior

• Meaning is based on human interaction and how we act towards other people.

This theory tells us that its how people interpret messages and statements. Each one of us has a different meaning assigned to different things. Different object have different meanings for different individuals for eg. Tree – will be different object to botanist, to poet, home Gardner. Word "grass" is something that can be defined as green, or something needed to be cut. To animals, the word "grass" could mean shelter or food. Now in the case of symbols, meanings also depend on the number of consensual responses of those who use it

Language-

• Language: "Symbolic naming for the human society"

• Language gives humans a means by which to negotiate meaning through symbols.

• Mead believed that when you named something, it is assigned a meaning. An example of this would be me naming my dog Lucifer.

The meaning of this name would be the devil, because maybe the dog is extremely mean or bites people all of the time.

- In simple terms, this principle says that when we talk to each other, symbolic interaction means that humans identify meaning or naming, and then they develop discourse, which is communication orally

- Language is the source of meaning.

- Everything in life has a different meaning.

- All objects, people, and abstract ideas have been assigned certain names.

- Meaning has never been inherent

- Spoken words, written words, and pictures are all the part of our language.

- Each word or picture means different things to each individual.

- Each person's language is shaped by other people.

Thought-

- Thought: "Interpretation of symbols"

- Thought is based on language. While in a conversation, your mind is imagining or thinking about the different points of view or meanings to what the other person is saying to you.

- What this means is that once your hear someone say something, you automatically start thinking about what you are going to say next.

- According to Mead "Minding is the two-second delay where individuals rehearse the next move and anticipate how others will react."

- Mead believes that "We naturally talk to ourselves in order to sort out the meaning of a difficult situation."

- Whatever you think of before acting to an action or responding to a phrase is your thought. We do this all the time without knowing or realizing it. It is your own personal meaning that you put on words

- Humans come equipped with a mind wired for thought.

- That mind allows everyone to interpret the symbols of our language.

Blumer, following Mead, claimed that people interact with each other by interpreting or defining each other's actions instead of merely reacting to each other's actions.
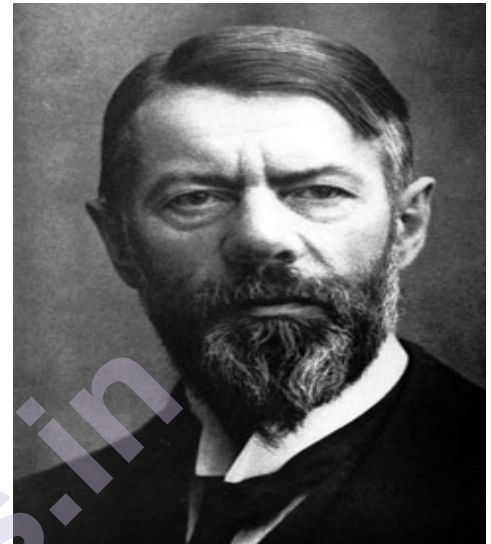
2.4 STRUCTURAL FUNCTIONALISM

Structural functionalism is a body of theories that understand the world as a large system of interrelated parts that all work together. Emile Durkheim and Talcott Parsons are two major theorists in this area.
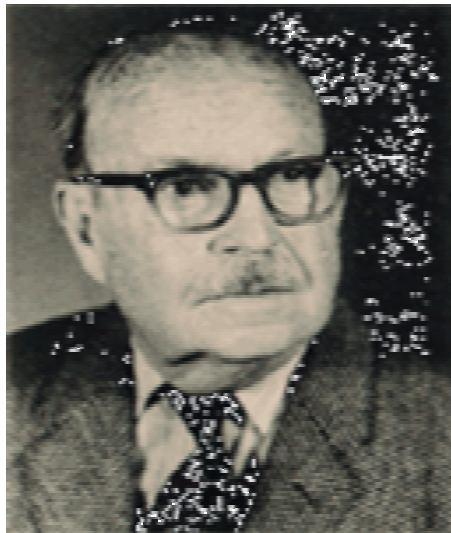
Talcott Parsons
Durkheim (1858–1917)

Émile

French sociologist Émile Durkheim (1858–1917) was the first sociologist of education. He is best known for his *theory of moral regulation*.in his writings *Moral Education* (1925).[1] He argued that it is only through education that a given society can forge a commitment to an underlying set of common beliefs and values, as well as create a strong sense of community or nationhood. This moral education prepares us to be productive members of society by socializing and integrating us.

Durkheim's belief that society is held together by a common set of values and morals is at the heart of structural functionalism because it emphasizes how the various parts of a social system work together.

Durkheim died in 1917 and structural functionalism work was largely ignored until Talcott Parsons.

• In 1950s and 1960 Functionalism reigned as the dominant theoretical perspective in sociology.

It states that society is made up of various institutions that work together in cooperation. Talcott Parsons structural functionalism has four functional imperatives for all general action system also known as AGIL system.

What is AGIL? It includes **Adaptation, Goal attainment, Integration and Latency.**

- **Adaptation**- system must cope up with the external situation, adapt to its environment and adapt environment to its needs.
- **Goal attainment-** a system must define and achieve its primary goal.
- **Integration-** regulates the interrelationship of its component parts. Manage the relationship among other three functional imperatives (AGL)
- **Latency-** furnish maintain and renew both the motivation of individual and the cultural patterns that create and sustain motivation.

AGIL system was designed **four system** levels; the behavioral organism is the **Action System** that handles the **adaptation function** by adjusting and transforming the external world .**Personality System** performs the goal attainment by defining system goals and mobilizing recourses. **Social System** cope up with the integration function by controlling its component parts**. Cultural System** performs the latency function by providing the norms and values that motivates them for action.

Key principles of functionalist theory by Farley (1990)

Interdependency- every part of the society is depending to some extent to other parts of the society, so that what happens at one place in society has important effects elsewhere.

Function of social structure and culture- social structure refers to organization of the society including its institutional social position and distribution of resources. Culture is the set of beliefs, rules values and language held in a common set of members.

Consensus and cooperation- society have a tendency towards consensus i. e to have certain values that nearly overcome in the society agrees upon. Societies tend towards consensus to achieve cooperation.

Equilibrium- is a characteristic of a society when it has achieved the form that is best adapted to its situations. It has reached a state of balance and it will remain in that condition until it is forced to change by some new.

2.5 CONFLICT THEORY

Conflict theories emphasis the dominance of some societal groups. Social order is based on manipulation & controlled by dominant groups. Social change is occurring rapidly in a disorderly fashion as subordinates groups overthrow as dominant groups. Its examines conflict of interest and coercion(forces) that holds society. Disagreements or clash between opposing sides, principles or peoples. It can be overt or covert conflict. It focuses on heterogeneous nature of society and unequal distribution of political and social power. Struggle between the social classes.

Causes of conflict are the Class, Race and Ethnicity, Gender, Regions and Religion. Welfare and Revolution, Strikes and Domination are the mode of conflict.

Conflict theory deals with the incompatible aspect of society and how they clash with one another. Interested in how societal institutions like family, education economic, media helps to maintain the over willing of small groups. Emphasis in social change and redistribution of resources makes conflict theories more radical and activist than functionalist.

Impact of conflict theory on education-asks how schools contribute to the unequal distribution of people into jobs in society. More powerful members of society maintain the best positions and less powerful groups are allocated to lower ranks.

Role of education in conflict theories- education plays a big part in maintaining the prestige power and economic and social position of dominant group in the society. A conflict theory assumes that social behaviour is best understood in terms of conflict or tensions between opposing groups.

2.6 SUMMARY

Sociological theories means is a set of statements that seeks to explain problems, actions or behavior. Theories in sociology provide us with different perspectives with which to view our social world. The major sociological theories offer insight into how we understand education **There are three major theoretical perspectives in sociology. The Conflict, Structural functionalism and symbolic Interactionism**.

The theory of symbolic Interactionism focuses on education as a means for labeling individuals Functionalists view education as an important social institution that contributes both manifest and latent functions. Functionalists see education as serving the needs of society by preparing students for later roles, or functions, in society

Conflict theorists see schools as a means for perpetuating class, racial-ethnic, and gender inequalities

2.7 UNIT END EXERCISE

1. Explain the major theorist associated with structural functionalism.
2. Read the articles or review the researches on education based on theoretical approaches
3. Explain the various sociological theories
4. Apply the sociological theories in workplace

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MULTICULTURAL EDUCATION

Unit Structure

3.0 OBJECTIVES

After going through this unit, you will be able to

- Know the meaning and concept of Multicultural Education

- Understand the characteristics, goals and dimension of Multicultural Education.

- Explain the importance of the principles of Teaching and Learning in a Multicultural Society.

3.1 INTRODUCTION

Multicultural education is regarded as an idea or concept, an educational reform movement, and a process. It helps in incorporating ideas that students irrespective of class, caste, social structure, ethnicity, racial or cultural characteristic have an equal right and opportunity to learn in schools. It provides equal opportunity on the basis of gender and also instil the values, cultures, traditions and customs that each of the members of the nation celebrate and it is regarded as unique and respected by all. In multicultural education, it is the duty of the educators to create an awareness of the diverse cultures, traditions, disseminate them through their subjects so that unity in diversity is fostered. Through this, it will help the young generation to understand the importance of accepting and respecting each community along with their diverse characteristics.

3.2 AN OVERVIEW

A form of education that introduces the students to various **cultural backgrounds**, **values** and **beliefs** is **multicultural education**. It is an **approach** to **reform** school, an **idea** or **movement** to bring in equity, democracy and social justice. Multicultural education aims at revamping schools so that the **knowledge**, **attitudes** and **skills** acquired by the students helps in proper functioning in a racially and ethnically diverse nation and world. Such type of education seeks to ensure educational equity for members irrespective of diverse socio-economic groups, cultural, ethnic and racial groups and helps to facilitate their active participation as critical and reflective citizens in an inclusive national civic culture.

Multicultural education is a set of educational strategies developed to provide students with knowledge about the histories, cultures, and contributions of diverse groups. It draws on insights from multiple fields, including ethnic studies and women studies, and reinterprets content from related academic disciplines

3.3 MEANING AND CONCEPT OF MULTICULTURAL EDUCATION

Multicultural education is a type of educational model that helps in the celebration of equity and diversity. It purposes of multicultural education is to help all students, specially those who have been historically underrepresented. It is a form of education that introduces students to different cultural backgrounds, beliefs and values. According to James Banks, 1997, it is an idea, an educational reform and seeks to create equal educational opportunities for all students, including those from different racial, ethnic and social-class groups. It therefore refers to any form of education or teaching that incorporates, integrates the histories, values, texts, beliefs and perspective of people from various diverse cultural backgrounds

3.4 CHARACTERISTICS, GOALS AND DIMENSION OF MULTICULTURAL EDUCATION

India, being a multicultural society, we witness people of diverse ethnicities, races, nationalities that are living together in the same community. Hence, in such multicultural communities, since they are living together the people share their own unique life style, food, dressing style, languages, art traditions and behaviour. Thus, such customs and traditions are retained, sustained and disseminated to the future generation.

Adapted from (Nieto, S. & Bode, P., 2012, pp. 396-397)

Characteristics of Multicultural Education:

1. It is an education for social justice.: Social justice is central to education and thus the curriculum and the instructional techniques must be based on social justice. In order to achieve this the two important components of learning is**reflection** and **action**. The school activities planned must be in relation to the community needs.

2. **It is a critical pedagogy**: Pedagogy involves both the teacher and the students and both are involved in the teaching learning activity, giving real life situations. While providing real life experiences, the teaching learning process becomes more effective and thus decision-making skills and social action skills are fostered.

3**. It is pervasive**: Multicultural education is all pervasive. It is universal and can be seen in the teaching learning process, in the planning of the curriculum, syllabus, lesson planning, instructional objectives, strategies used in the classroom etc. The talking walls of all educational institution also speaks volumes of multicultural education.

4. **It focuses on basic education:**It focuses on the second language,

5. **It is antiracist education:** Multicultural education is antiracist**.**It talks about customs, traditions, culture, ethnicity irrespective of caste, class and community. India being a diverse country it is important for people to be aware of all communities along with their uniqueness so as to accept their diverse nature to live in peace and harmony.

6**. It is important for all students:** Being a part of a citizen of the country, the nation and world at large it is important that all students are created awareness of multicultural education, its needs and its importance.
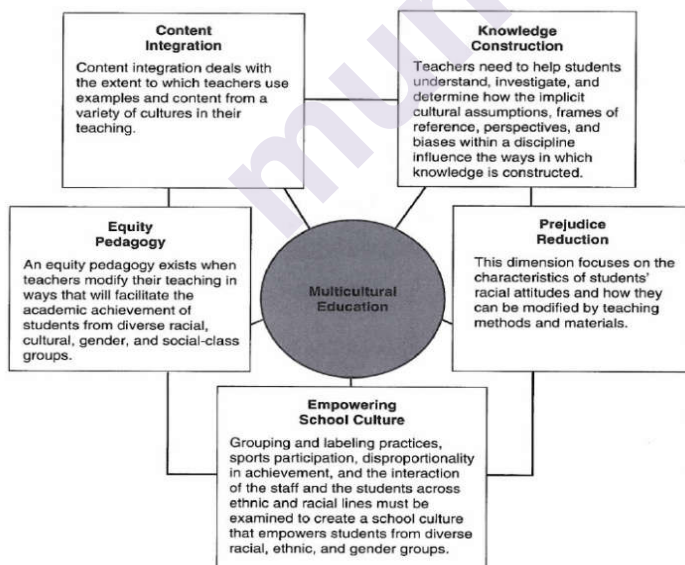
Goals of multicultural education

➢ **Educational equity**: It fosters equity in order to bring about peace and harmony in the nation and world at large

➢ **Empowerment**: it is one of the goals of multicultural education so that everyone is independent especially the deprived section of the society.

➢ **Cultural pluralism**: is fostered through multicultural education as each one is aware of the uniqueness of the customs, traditions, culture of those living in and around them

➢ **Intercultural/interethnic/ intergroup understanding**: Awareness of each and every community custom, traditions, culture automatically fosters intergroup, intercultural and interethnic understanding as students are made aware of their uniqueness and diverse nature.

➢ **Freedom**: it enhances freedom among the individuals, societies, communities to follow their own customs, traditions and this helps in preservation of culture

➢ **Expanded knowledgeInformed**: The goal of multicultural education is through the awareness of rich culture, diverse backgrounds and the dissemination of the same help in expanded knowledge and keep the people well informed.

➢ inquisitive multicultural perspective: it enhances, encourages an inquisitive multicultural perspective so that critical thinking, analytical and logical thinking is fostered and understanding is gradually developed.

Dimensions of Multicultural Education

Many schools' districts refer to James A. Banks's *Dimensions of Multicultural Education* to conceptualize and develop courses, programs, and projects in multicultural education.

As per Banks thereare five main characteristics, goals and dimensions of multicultural education.They can be listed as follows:

The dimensions of multicultural education

a. content integration

b. the knowledge construction process

c. Prejudice reduction

d. an equity pedagogy

e. an empowering school culture and social structure

The above dimensions are distinct, however practically they are interrelated, interconnected and overlap each other.

1. Content integration: includes integrating, correlating, interconnecting the content from the various culture and groups in order to explain principles, generalizations, concepts and theories in their own subject or discipline. In a diverse country like India, it is paramount to infuse the ethnic and cultural content into a subject area for awareness among the young ones for the need for accepting and respecting each other cultures, traditions etc. Content integration of ethnicity and cultural aspects are possible more in some subjects than in others. This is to a greater extent in subjects like social sciences, languages, arts and in music wherein the content is integrated to illustrate the key concepts, themes and principles. Although there is lesser opportunity for content integration in maths and science as it seems to some practitioners, it is not the case. There can be content integration of multicultural education even in subjects like maths and science in the form of word problems wherein in unity in diversity can be enhanced.

2. The knowledge construction process: Inthe process of constructing knowledge, the teaching activities must help students to understand, determine, investigate, and determine the importance of implicit cultural assumptions, critically review the biases of researchers and text book writers as they play an important role in influencing the way the knowledge is constructed. The teachers and students have to understand the integrities of cultural identities and social positions of researchers when they are assessing the validity of knowledge claims in the construction process of knowledge. The theories based on multicultural education firmly believes that the personal histories, values and attitudes cannot be separated from the knowledge they create. Such theories reject positivist claims of disinterested and distancing knowledge and also disagree of the possibility of creating such a knowledge that does not have any cultural assumptions and social position of the knowledge producer.

Multicultural teaching focuses on changing the structure and organization of school knowledge rather than just infusing the content into the school curriculum based on ethnicity. It stresses on the way the teacher and students view and interact with knowledge, helping them to become producers of knowledge and not merely consumers of the knowledge produced by others, this will enhance the critical, analytical and logical thinking as the knowledge produce will be based on theories rather than their own assumption.Multicultural teaching involves not only infusing ethnic content into the school curriculum, but changing the structure and organization of school knowledge. It also includes changing the ways in which teachers and students view and interact with knowledge, helping them to become knowledge producers, not merely the consumers of

knowledge produced by others. It will be related to life experiences and thereby a tendency to distort or exclude concepts or even challenge such concepts so that it can make it more representative and inclusive of the nation's diversity and to reshape the frames of references, perspectives and concepts that is included in school knowledge.

3. Prejudice reduction: The prejudice reduction dimension of multicultural education seeks to help students develop positive and democratic racial attitudes. It also helps students to understand how ethnic identity is influenced by the context of schooling and the attitudes and beliefs of dominant social groups. The theory developed by Gordon Allport (1954) has significantly influenced research and theory in intergroup relations. He hypothesized that prejudice can be reduced by interracial contact if the contact situations have these characteristics: (1) they are cooperative rather than competitive; (2) the individuals experience equal status; and (3) the contact is sanctioned by authorities such as parents, principals and teachers.

4.An equity pedagogy: in order to achieve this the teachers will have to modify their teaching and learning in order to facilitate academic achievement of students who belong to diverse racial, cultural, socioeconomic and language groups. The teacher uses different teaching and learning styles within various ethnic and cultural groups. Various methods in order to foster equity pedagogy includes cooperative techniques.An equity pedagogy assumes that learners from different cultures and groups come to school with many strengths.Multicultural theorists describe how cultural identity, communicative styles, and the social expectations of students from marginalized ethnic and racial groups often conflict with the values, beliefs, and cultural assumptions of teachers. The middle-class mainstream culture of the schools creates a cultural dissonance and disconnect that privileges student who have internalized the school's cultural codes and communication styles.

The teachers practice culturally responsive teaching when an equity pedagogy is used. They incorporate important aspects of the family and community culture of their studentsin the instructional materials and practices. Culturally responsive teachers also use the "cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them" (Gay, p. 29).

5. An empowering school culture: an empowering school culture fosters equality by restricting the culture and organisation of the school by involving students from diverse racial, socio economic and language group. There is an exchange of the uniqueness of different culture into the social structure of the school. They need to be reformed, examined as per the social structure in consensus with the needs of the society.

An empowering school structure requires the creation of qualitatively different relationships among various groups within schools. Relationships are based on mutual and reciprocal respect for cultural differences that are

reflected in school-wide goals, norms, and cultural practices. An empowering school structure facilitates the practice of multicultural education by providing teachers with opportunities for collective planning and instruction, and by creating democratic structures that give teachers, parents, and school staff shared responsibility for school governance.

3.5 PRINCIPLES OF TEACHING AND LEARNING IN A MULTICULTURAL SOCIETY

TEACHER PROFESSIONAL DEVELOPMENT:

Principle 1: It should help teachers understand the complex characteristics of ethnic groups within society and the ways in which race, ethnicity, language and social class interact to influence student behaviour.

STUDENT LEARNING:

Principle 2: Equitable opportunities to learn and meet high standards must be ensured by all educational institutions.

Principle 3: The need to help student understand that knowledge is socially constructed and it reflects personal experiences of the researcher as well as the sociological economic and political context in which they live and work.

Principle 4: Participation of students in curricular and co curricular activities will enable students to develop the knowledge, skills and attitudes that increase academic achievements and foster positive interracial relationships.

INTERGROUP RELATIONS

Principle 5: In order to improve intergroup relations schools should create cross cutting group membership in order to improve intergroup relations.

Principle 6: Learning about stereotyping and other related biases that have negative effects on racial and ethnic relations should be taught to the students.

Principle 7: Values shared by virtual and cultural groups should be taught to students e.g justice, equality, freedom, peace, compassion and charity.

Principle 8: Social skills needed to interactive effectively with the students from other racial, ethnic, cultural, and language groups helps them to acquire the knowledge.

Principle 9: Need to interact socially under conditions so as to reduce fear and anxiety should be provided to students.

School Governance, Organization, And Equity;

Principle 10: Educational institutions should ensure that decision making is fostered among the members of the school community so that they

develop collaborative skills and helps to live and create a caring environment for students.

Principle 11: Strategies should be developed by leaders that ensure that all public schools are funded equitably.

Principle 12: Teachers should use varied techniques that are culturally sensitive to assess complex cognitive and develop social skills.

3.6   UNIT END EXERCISE

1) Explain the meaning of multicultural education

2) What is the concept of multicultural education

3) Explain the characteristic of multicultural education

4) Elucidate the goals of multicultural education

5) Illustrate the dimension multicultural education

6) Elucidate the Principles of Teaching and Learning in a Multicultural Society

Write short notes on:

 1) Concept of multicultural education

 2) Dimensions of Multicultural education

3) Goals of Multicultural Education

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Evidence of the Effectiveness of Multicultural Education

The Handbook of Research of Multicultural Education comprehensively reviews the research on multicultural education and the effectiveness of various kinds of multicultural curricular interventions. At least three categories of research that describe the effectiveness of multicultural education can be identified: (1) research that describes the effectiveness of multicultural curriculum interventions such as Banks's 2001 research review; (2) research on the effects of cooperative learning and interracial contact, such as Robert Slavin's 2001 research review; and (3) research on how culturally responsive teaching influences student learning, such as Carol Lee's 1993 study and Gloria Ladson-Billings's 2001 work. An extended discussion of studies in the first genre is presented in this entry. Research reviews of the other two genres are found in the Handbook of Research on Multicultural Education.

Slavin's 2001 research review and Cohen and Lotan's 1995 research on cooperative learning and interracial contact activities indicate that these interventions–if they are consistent with Allport's theory of intergroup contact–help students to develop more positive racial attitudes, to make more cross-racial friendships, and have positive effects on the academic achievement of Latino and African-American students. Lee's 1993 research on culturally responsive teaching indicates that when teachers use the cultural characteristics of students in their teaching the academic achievement of students from diverse groups can be enhanced.

Read more: Multicultural Education - History, The Dimensions of Multicultural Education, Evidence of the Effectiveness of Multicultural Education - Students, Cultural, Ethnic, and School - StateUniversity.com https://education.stateuniversity.com/pages/2252/Multicultural-Education.html#ixzz7Hftbtccr

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4

HUMAN RIGHTS EDUCATION

Unit Structure

4.0 OBJECTIVES

After going through this unit, you will be able to**:**

- Understand nature, meaning and Concept of Human Rights and Human Rights Education

- Describes the types of Human Rights

- Explain different Models of Human Rights Education

4.1 INTRODUCTION

A right is a legitimate claim that we can make. Human Rights are like shield that protect us from different regulations, rules, we can learn and understand how we should behave. Human rights also act as a jury whom we can appeal to. Human rights belong to every person in the world, and it gives us our freedom to behave and act. Human rights cannot be taken away from any person yes, certain amount of restriction can be put in the application of it. Human rights are regardless of your place of belonging,

caste, and creed. Human rights make us learn to respect others and receive respect from others.

4.2 NATURE, MEANING AND CONCEPT OF HUMAN RIGHTS AND HUMAN RIGHTS EDUCATION:

4.2.1 Nature of Human Rights:

Human Rights possess certain characteristics which decides the nature of it.

1. **Human rights are inseparable:** The inseparable nature of Human rights explains its irreversibility which is achieved from the very own existence of the individual. It is conferred to a person from his birth. They are existent in all people, regardless of caste, creed, religion, sexual identity, or nationality. An individual's human rights are conferred even after his death. This is clearly reflected by the various rituals found in various religions.

2. **Human Rights are important and needed:** Physical, moral, spiritual, and social wellbeing of an individual is meaningless without Human Rights. Our moral and material outlook can be changed due to Human rights. **Link of Human Rights with Human dignity:** The treatment we offer to other person regardless of whether he is male or female ,rich or poor is all concerned with human dignity.

3. **Irrevocable Human Rights:** Human rights are absolute: They cannot be taken away by any influence or power because these rights stem from man's social nature in human civilization and belong to a particular entity because he is a living thing. As a result, human rights are like moral rights.

4. **Human Rights are considered necessary for the Gratification of Life's Purpose:** Human existence has an objective. The term "human right" relates towards the components needed for the achievement of desired goals. No government has the power to limit or revoke rights that really are sacred, inviolable, and unchangeable.

5. **Human Rights are Universal**: Human rights are not the preferential arena of any fortunate group of people. Human rights are essentially universal ,mandating no consideration or exception. The values that underpin these rights, such as divinity, dignity, and equality, are inherent in human nature.

6. **Human Rights are never ultimate:** Man is a social animal who lives in a civic society that almost always confines his ability to exercise his rights and freedoms. Human rights are those constraints related or claims that contribute to the common good and thus are acknowledged and granted to individuals by the state through its legislation. Therefore, each right is liable to certain constraints.

7. **Human rights are not static; rather, they are vibrant**: Human rights continue to grow in tandem with the state's socio-eco-cultural and political context. Judges must handle cases in ways which are consistent with evolving society values. For e.g., providing specially equipped schools for students who are physically handicapped.

8. **Human rights as constraints on state control:** Human rights imply that every person has legitimate claims on his or her society for such liberties and advantages. Therefore, human rights limit the power of the state. These can take the form of negative restrictions on the State's powers, attempting to prevent it from violating the indispensable freedoms of individuals, or they can take the form of demands on the State, i.e., commitments of the State. (N,1948)

4.2.2 Meaning and Concept of Human Rights and Human Rights Education:

Thebiblicalagreementknownas Magna Cartais widely regarded as thefirsthuman rights declaration. (Vikas A. 2020) According to Oxford dictionary definition, Human right is a right which is believed to belong to every person.

The concept of Human Rights can be formulated using the two aspects. a) Sociological and b) Political.

a) **Sociological:** A crucial component explaining the delayed development of human rights sociology is probable in the tradition of sociology on its own. Often these sociologists who investigate human rights would agree that there really is distrust in sociology about the normative notion of personal rights. The history of classical sociologists such as Max Weber, who reinforced the drop of natural law and the introduction of juridical rationalism, and Karl Marx, who saw individual rights as mere philosophy, has long hindered the development of a sociology of civil liberties. (Pinto-duschinsky, 2011)

Considering this, it is not remarkable that, in the postwar era, the sociology of citizen status came to serve as a kind of replacement for the sociology of human rights. After all, citizenship offers a theoretically feasible and empirically reliable sociological alternative to the abstract and humanist concept of human right.

Even though clearly different sociology of human rights has highlighted its profile in recent decades, there is still debate about subject areas in human rights investigation and the need or preference of multi-disciplinarily or collaboration. Ideas from other disciplines, such as philosophy, history, political science, and law, have also been borrowed by sociology, empowering the sociological knowledge about human rights.

b) **Political:** Human rights have become a frequent topic between party leaders and diplomats who want to emphasize the power of ideas to discipline and civilize states. This tendency has been given some exposure by international protest sociology, which highlights the role of globalization in the development of global legal norms.

4.2.3 Concept of Human Rights Education:

In the 1950s and 1960s, efforts to define human rights education highlighted conceptual knowledge for young people in a formal school environment. By the 1970s, most educators had broadened the concept to include critical thinking skills as well as concern or empathy for those who have had their rights violated. The importance, however, stayed on school-based education for youth, with little or no emphasis on personal responsibility or action to promote and defend rights or effect change in society.

The United Nations Decade for Human Rights Education (1995-2004) has defined Human Rights Education as "training, dissemination, and information efforts aimed at the building of a universal culture of human rights through the imparting of knowledge and skills and the molding of attitudes which are directed to:

(a) The strengthening of respect for human rights and fundamental freedoms.

(b) The full development of the human personality and the sense of its dignity.

(c) The promotion of understanding, respect, gender equality, and friendship among all nations, indigenous peoples and racial, national, ethnic, religious and linguistic groups.

(d) The enabling of all persons to participate effectively in a free society.

(e) The furtherance of the activities of the United Nations for the Maintenance of Peace. (Flowers et al.,2000)

4.2.4 Education in Human Rights as a Human Right:

Human rights education is both a fundamental human right and a responsibility: the Universal Declaration of Human Rights (UDHR) exhorts "every individual and every organ of society" to "aim by educating students to promote respect for these rights and freedoms. "According to the International Covenant on Civil and Political Rights (ICCPR), a government "may not obstruct people learning about [their] rights." (Flowers et al.,2000)

The Goals of Human Rights Education:

Human rights education teaches about and advocates for human rights.

Its mission is to help people understand, value, and take responsibility for respecting, protecting, and promoting human rights. Empowerment, a process by which people and communities gain more personal freedom and the decisions that affect them, is an essential outcome of human rights education. Human rights education's goal is for people to strive to attain human rights, justice, and dignity for all.

Human-rights instruction provides people with human rights information it includes education –

- About all people's intrinsic dignity and the right to be treated with dignity

- Concerning human rights principles such as universality, indivisibility, and interdependence

- About how human rights promote decision-making participation and conflict resolution through peaceful means

- Concerning the history and ongoing evolution of human rights

- Concerning international law, such as the Universal Declaration of Human Rights and the Convention on the Rights of the Child.

- About regional, national, state, and local law that reinforces international human rights law

- About using human rights law to protect human rights and to call violators to account for their actions

- About human rights violations such as torture, genocide, or violence against women and thesocial, economic, political, ethnic, and gender for ces which cause them

- About the persons and agencies that are responsible for promoting, protecting, and respecting human rights

4.3 TYPES OF HUMAN RIGHTS:

The United Nations has declared basic human rights to be recognized all over the world by means of the Universal Declaration of Human Rights. The United Nations General Assembly held this declaration at the Palais de Chaillot in Paris, France on December 10,1948

This declaration is made up of 30 articles which affirman in dividual's rights. Those 30 articles are now known as the 30 Universal Declaration of Human Rights or the 30 Fundamental Human Rights. (Nations et al.,1948)

1. **All individuals are free and equal:** All humans are born free and with equal dignity and rights. They are equipped with reason and sense of morality and should act in a brotherly sort of way toward one another.

2. **There is no discrimination:** Everyone has the privilege to all rights and freedoms, irrespective of race, color, sex, language, religion, political or other perception, national or social origin, property, birth, or other status. Further more, no distinction shall be made based on a person's political, juridical, or global status in the country or territory to which he or individual belongs.

3. **Right to life:** All of us have the right to life, liberty, and personal protection.

4. **Slavery is prohibited:** No one shall be held in slavery or bonded labor; slavery and the slave trade in all their forms shall be prohibited.

5. **There will be no torture or inhuman treatment:** No one shall be mistreated or compelled to harsh, inhuman, or degrading treatment.

6. **The same right to use law:** Everyone has the right to be acknowledged as a person before the law everywhere.

7. **Being equal before the law:** Everyone is equal before the law and has the right to equal protection under the law. Everyone has the right to be protected against illegal discrimination and accusation to such bias.

8. **The right to be treated as equals in court:** Everyone has the right to an effective remedy by competent national tribunals for acts that breach fundamental authority given to him by the constitution or by legal system.

9. **There will be no unjustified detention:** No one shall be arbitrarily arrested, held in custody, or expelled.

10. **Trial by jury:** Everyone has the right to appeal and public hearing by an impartial jury in the determination of his duties and privileges, as well as any murder offense aimed specifically against him.

11. **Innocent until proven criminally liable:** Everyone charged with committing wrongdoing has the right to be protected until proven guilty as per law in a court proceeding in which he has earned all necessary guarantees for his protection. No one held responsible for a criminal offense based on an unlawful act that did not involve a penal offence under domestic or foreign law at the time it was decided to commit.

12. **Privacy right:** No one shall be detained involvement with his or her privacy, family, home, or correspondence, or to threats on his or her dignity or prestige. Everyone has a judicial responsibility to safeguard from such interference or attacks.

13. **Mobility and residence freedom:** Everyone has the right to move and reside freely within the boundaries of each state. Everyone has the right to leave and return to any country, including his own.

14. **The right to seek permission to stay:** Everyone has the right to seek and receive asylum from persecution in other countries.

15. **Nationality rights:** Everyone is entitled to a nationality. No one shall be arbitrarily removed of his nationality , nor shall he be refused the right to change his nationality.

16. **The right to marry and have children:** Men and women of full age have the right to marry and have children without regard to race, nationality, or religion. They are entitled to equal opportunities in marriage, during marriage, and after divorce. Marriage may be entered into only with the free and unrestricted consent of the planned spouses. The family is society's natural and fundamental group unit, and it is protected by the law both from society and the state.

17. **The right to own property:** Everyone has the right to own property on their own or in partnership with others. No one's property shall be taken from him arbitrarily.

18. **Religious and thought freedom:** Everyone has the right to freedom of opinion, sense of right and wrong, and religion; this includes the freedom to change his religion or belief, as well as the freedom to manifest his religion or belief in teaching, practicing, worship, and observance, whether alone or in community with others, in public or private.

19. **Freedom of thought and opinion:** Everyone has the right to free expression and the liberty to hold an opinion without intervention, as well as the liberty to seek, receive, and impart knowledge and information through any media and regardless of limits.

20. **The ability to assemble:** Everyone has the right to freely gather and correlate in a peaceful manner. No one may be compelled to enter an institution.

21. **Democracy as a right:** Everyone has the right to participate in his or her country's government, either directly or through freely elected representatives. In his country, everyone has the equal rights and access to public service.

22. **Right to social security:** Everyone, as a part of the society, has the right to be secure and the right to the realization of the economic, social, and cultural rights needed for his dignity and the free development of his individuality, through national effort and global collaboration, and in relation to the organization and resources of each State.

23. **The right to work:** Everyone has the right to work, the right to choose their own job, the right to fair and favorable working conditions, and the right to be protected from unemployment. Everyone has the right to equal pay for equal work, without regard to

race or gender. Everyone has the right to organize and join trade
unions to protect his or her interests.

24. **The right to rest and vacation:** Everyone has the right to rest and
recreation, which includes a reasonable limit on working hours and
paid vacations on a regular basis.

25. **The right to social services:** Everyone has the right to a standard of
living adequate for his or her own and his or her family's health and
well-being, along with food, clothing, shelter, medical care, and
necessary social services, and also the right to security in case of
unemployment, sickness, disability, widowhood, old age, or other
lack of livelihood due to the circumstances beyond his or her control.
Motherhood and childhood are entitled to special care and attention.
All children must have the same degree of social protection.

26. **The right to an education:** Every person has the right to an
education. Education must be free, at least in the primary and
secondary levels. Elementary education will be mandated. Technical
and professional education must be made easily accessible, and
higher education must be made available to all on a merit- based
basis.

27. **Cultural and artistic rights :** Everyone has the opportunity to freely
participate in the cultural life of their community, to enjoy the arts,
and to benefit from scientific innovation. Everyone has the right to
have his moral and material interests guarded as a result of any
scientific, literary, or artistic production of which he is the author.

28. **Globally, there is freedom:** Everyone has the right to a social and
international order that allows them to truly understand the rights
and freedoms ingrained in this Declaration.

29. **In accordance with the law:** Everyone has responsibilities to the
community, and it is only through these responsibilities that a
person's personality can develop freely and fully. Everyone shall be
subject only to such limitations in the exercise of his rights and
freedoms as are determined by law solely for the purpose of making
sure due recognition and respecting the rights and liberties of others
and meeting the just requirements of morality, public order, as well
as the general welfare in a democratic country.

30. **Human rights cannot be revoked:** Nothing in this Declaration
should be interpreted as granting any State, group, or individual the
right to engage in any activity or perform any act aimed at
destroying any of the rights and freedoms enshrined in it.

4.4   MODEL OF HUMAN RIGHTS EDUCATION

4.4.1 **Values and awareness** based on its philosophical – historical
approach ,the Values and Awareness Model focuses on transmitting "basic
knowledge of human rights issues and facilitating its integration into

public values." This model is what most people think of when they think of human rights, with the general public as the target group and topics ranging from international human rights to more culturally based issues.

Human rights-related lessons in citizenship, history, social science, and law-related education classes are examples of the Values and Awareness Model, as is the incorporation of human rights-related themes into both formal and informal youth programming (e.g., the arts, Human Rights Day, debate clubs).

4.4.2 **Accountability:** The Accountability Model is linked to a legal and political approach to human rights in which the learners targeted by the model are already involved through professional roles. The model has been implemented through training and networking, with concepts such as court cases, codes of ethics, and handling with the media covered.

The Accountability Model includes programme such as training human rights and community activists in techniques for tracking and recording violations of human rights,as well as procedures for submitting complaints with appropriate national and international bodies.

4.4.3 **Transformational:** This educational model emphasizes the psychological and sociological elements of human rights. This method is suitable for subjects that include vulnerable communities and people who've had personal experiences with the topic, such as women and minorities. The model's primary objective is to empower individuals, such as abuse victims and injuries. The model is geared toward acknowledging violations of human rights while also committing to preventing such offences. (Tibbitts,2017)

The Transformational Model can be found in programs that serve refugee camps, post-conflict societies, victims of domestic abuse, and low-income people. There are examples of "human rights communities" wherein governing bodies, local groups, and citizens "examine traditional beliefs, collective memory ,and aspirations as those that relate to the Universal Declaration of Human Rights." (Koenig2000).

4.5   LET'S SUM UP:

- Characteristics of Human Rights: Inseparable, important and needed, Human dignity, considered for necessary for the gratification of Life's purpose, Universal, never ultimate and constraints on state control.

- The concept of Human Rights can be formulated using Sociological and political aspects.

- Three models of Human Rights Education: Value and Awareness, Accountability and Transformational

4.6   UNIT END EXERCISE

1. State the meaning of Human Rights?

2. Explain the nature of Human Rights Education?

3. Define Concept of Human Rights Education?

4. Describes the different types of Human Rights.

5. Explain the Model of Human Rights Education?

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5

ENTREPRENEURSHIP IN EDUCATION

Unit Structure

5.1 OBJECTIVES

After going through this unit, you will be able to

- Recall the concept, need and significance of entrepreneurship in education

- Understand the need for education about, for and through entrepreneurship.

- Understand the need for value creation as a common core of entrepreneurialeducation

- Explain the cognitive and non-cognitive entrepreneurship competencies.

- Understand the benefits of education for entrepreneurs

5.2 INTRODUCTION

Since the beginning of civilization, it is observed that transformation of any idea takes the form of action, thus leading to global transformation of the world. For the social, economic and political transformation of a society, education plays a very important role. It imparts social cohesion, individual excellence, national development and this is an integrative force for the development of the society.

Men in business have been creating ventures for masses and materializing them into useful action. Entrepreneurs have a vision of doing things in a unique way, they think beyond the constraints of any present rules and resources. They are risk takers and are ready to take risk to realize their

vision. They inspire their fellow men and women by peeping deeper in the
world.Entrepreneurship is not just a venture creation process, serves as an
agent of change as it goes beyond modern times with maturity. It is
universal and is reflected in all major dimensions of civilization viz.
social, political, and economic etc. across the globe

5.3 AN OVERVIEW

The key to Indian living is entrepreneurship leading to an increasing
income. The educational system today, is preparing students for linear
careers and jobs rather than preparing students for society and for
entrepreneurial success. In order that individuals succeed in the jobs, the
ethos of entrepreneurship is essential.

Entrepreneurship education seeks to provide students with the knowledge,
skills and innovation to encourage entrepreneurial success in a varied
setting. This entrepreneurship education is a key driver of our economy.

A skilled based learning is important therefore and is an integral
component of increasing efficiency. Lack of skills in the education system
is a major drawback in the development of Indian economy due to lack of
manpower. The outworn curriculum in India, lacks to equip graduation
with job- ready skill sets.

With the advancement of technologies and techniques this scenario can be
changed drastically making the graduates ready to fit in the real- work
environment. This is only possible when higher education in particular,
focuses on integrating skills education and by introducing experience
based and practical learning.

5.4 ENTREPRENEURSHIP IN EDUCATION- CONCEPT, NEED ANDSIGNIFICANCE

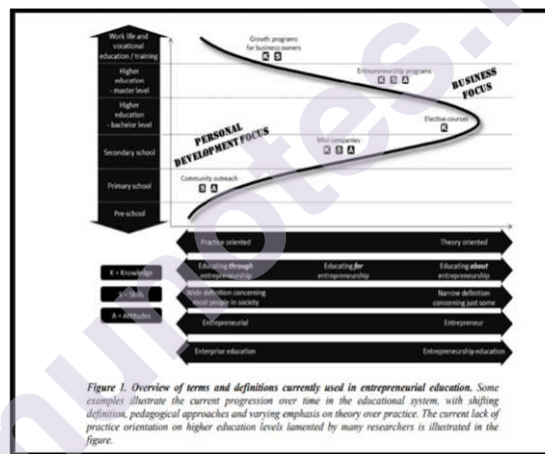**Concept of Entrepreneurship in education**

Entrepreneurship education is study of source of opportunities and process
of discovery (Shane& venkataraman,2000; NKC,2008; Timmons,1989), in
which an individual endeavours ability of creativity, risk taking and turn
their ideas into action. Entrepreneurship is a thus a social phenomenon.
The word has been in use since the 16 centuries. In Middle Ages the term
'entrepreneur' was referred to a person who was managing large projects.
In 1730, the French economist Richard Cotillion first to coin the word
'entrepreneurship'.

Gangaiah and Viswanath (2014) explained the genesis of term
'entrepreneurship' from the French word 'entreprendre' which originally
means the organizer of musical or other entertainments. According to
Jones and English, 2004, entrepreneurship education is "a process of
providing individuals with the ability to recognize commercial
opportunities and the insight, self-esteem, knowledge and skills to act on
them"

Entrepreneurship education is defined as the development of attitudes, behaviours and capacities that can be applied during an individual's career as an entrepreneur (Wilson, 2009). Entrepreneurship education is **the process of identifying, developing and bringing a vision to life**. The vision may be an innovative idea, an opportunity, or simply a better way to do something. The reviewed literatures on entrepreneurship education is on: fostering entrepreneurial attitude, skill, managerial attributes. Entrepreneurship education has been defined as a "collection of formalized teaching that informs, trains, and educates anyone interested in participating in socioeconomic development through a project to promote entrepreneurship awareness, business creation or small business development."Ekong (2008) defines entrepreneurship education as tutoring provided to enhance an individual's skills in order to instil in him the desire to start a business and the competency to plan for it and manage it. While Mankinen and Turpeinen (1999) note that the objective of entrepreneurship education is to provide learners with knowledge that will help them in the future whether they are employees or employers, Ayeduso (2004) identifies seven detailed objectives. These are listed below:

Figure 1. Overview of terms and definitions currently used in entrepreneurial education. Some examples illustrate the current progression over time in the educational system, with shifting definition, pedagogical approaches and varying emphasis on theory over practice. The current lack of practice orientation on higher education levels lamented by many researchers is illustrated in the figure.

1. Provide meaningful education for the youth which could make them self-reliant and subsequently encourage them to derive profit and be independent or self-developed;

2. Provide small and medium size companies with the opportunity to recruit qualifiedgraduates who will receive training and tutoring in the skills relevant to the management of the small and medium business centres;

3. Provide graduates with the training and support necessary to help them established a careerin small and medium size business;

4. Provide graduate in training skills that will make them meet the manpower needs of society;

5. Provide graduates with enough training in risk management to make uncertainty become possible and easy;

6. Stimulate industrial and economic growth of rural and less developed areas;

7. Provide graduates with enough training that will make them creative and innovative in identifying new business opportunities.

Need for entrepreneurship in education

Many educational institution, especially higher education realised the importance of the need for entrepreneurship and regard this as the need of the hour in education Increasing efficiency and productivity in every developing country especially India, is necessary for sound economic development**.** The ever-growing demand for skilled manpower necessitates the need to overhaul the skill ecosystem. The need for entrepreneurship in education will help in the following ways:

➢ It will increase employment and equip the students with the employability through a series of inputs to equip students with appropriate hands-on skills helps them to be job-ready.

➢ If entrepreneurship in education is given, it not only enriches competencies but also enhances productivity and result in outcomes-based learning.

➢ The curriculum in educational institutes must be reorganised, restructured in such a way that will encourage learning by doing in student. Experiential learning programmes is needed to help students to identify hands-on entrepreneurial opportunities and spend their time in building and executing new business ideas.

➢ The need for educational institution to reorganise their curriculum in a way that will push students out of the classrooms and embrace learning by doing their own. Early- stage innovation and experimentation will be the key for students because Experiential programs let you immerse yourself in life, and this process helps students to identify hands-on entrepreneurial opportunities and spend their time on building and executinga business idea.

➢ Educational institution needs to make it mandatory students' participation in Entrepreneurship Boot Camps or even send eligible candidates to these camp so that they can show their skills and learn how to create, innovate, collaborate or compete ona national or global platform in boot camps.

Significance of entrepreneurship in education

To build Atma Nirbhar Bharat, the youth of the country need a skill that makes them self- confident, reliant, purpose-driven, and also future-ready. Curriculum of higher education focuses on finding more skill-based activities and realistic knowledge sharing by using new learning techniques with students rather than exam orientation. It is therefore necessary for educational institution should collaborate or send students for internship with business industry and skill assessment organisations to

contribute to reforming hands-on learning strategies. Thus, in order to fill the skill gap and prepare students for employment it is necessary to fill in these gaps. Universities and educational institutions have realised the need for entrepreneurshipin education so as to train them with the required skills and competencies in their desired field.

The Indian higher education system has consistently recognised the need to become more entrepreneurial and innovative with a view to supporting the economic, social, and cultural development of the country and its regions. In the present time, several universities understand that entrepreneurship and innovation are the need of the hour and it should be part of the curriculum as well. For instance (Delhi Government started Delhi Skill and Entrepreneurship University aims to skill the youth of Delhi) These kinds of steps by the government are counted as measurable steps to enhance the future growth of Students.

It is necessary for the youth of today to keep themselves updated from time to time to keep abreast with the current Indian market scenario so that they understand the trends of employment in future and understand the value of a more specialised course, intensive skill training, technological based career so that they fit into the present market scenario.

	Individual level	Organizational level	Societal level	References
Commonly stated reasons for entrepreneurial education, but less effective in schools and for embedded approaches				
Job creation	More individuals are needed that are willing and capable to create job growth	Growing organizations create more jobs	Entrepreneurship and innovation are primary paths to growth and job creation	(Jones and Iredale, 2010, Hindle, 2007, Kuratko, 2005, Volkmann et al., 2009)
Economic success	Entrepreneurship can give individuals economic success	Organizational renewal is fundamental to every firm's long-term success	Renewal processes are fundamental to the vitality of economies	(Kuratko, 2005, O'Connor, 2008, Volkmann et al., 2009, Gorman et al., 1997)
Globalization, innovation and renewal	People need entrepreneurial skills and abilities to thrive in an ever-changing world	Entrepreneurial firms play a crucial role in changing market structures	A deregulated and flexible market requires people with higher-level general skills	(Henry et al., 2005, Jones and Iredale, 2010, Kuratko, 2005, Hytti and O'Gorman, 2004)
Rarely stated reasons for entrepreneurial education, but promising for schools and embedded approaches				
Joy, engagement, creativity	Creation / value creation / creativity is a main source of joy and pride for people	Employee creativity and joy is essential for the performance of new and existing organizations	Economic wealth of nations correlates with happiness of its citizens	(Amabile and Khaire, 2008, Amabile and Kramer, 2011, Goss, 2005, Diener and Suh, 2003)
Societal challenges	People can make a difference to society, and marginalized people can achieve economic success	Corporations can collaborate with small social entrepreneurship initiatives to create social value	Social entrepreneurship addresses problems in society that the market economy has failed to address	(Volkmann et al., 2009, Kuratko, 2005, Seelos and Mair, 2005, Austin et al., 2006, Rae, 2010)

The need of the hour is that the government, industry and educational institutions must join hands together to revamp the ecosystem in which skills can be hone, developed and nurtured. Overview of why entrepreneurial education is stated to be relevant and important. Job creation, economic success, globalization, innovation and renewal are common but notso effective on a wider scale. Joy, engagement, creativity and societal challenges are less common but promising.

5.5 EDUCATING ABOUT, FOR AND THROUGH ENTREPRENEURSHIP, VALUE CREATION AS THE COMMONCORE OF ENTREPRENEURIAL EDUCATION

Entrepreneurial education is often categorized into three approaches, **Teaching "about"** entrepreneurship involves awareness of entrepreneurship. It includes all the content-laden andtheoretical approach aiming to give a general understanding of the phenomenon. It is the most common approach in higher education institutions (Mwasalwiba, 2010). **Teaching "for"** entrepreneurship refers to an occupationally oriented approach aiming at giving training to budding entrepreneurs the required knowledge and skills. **Teaching "through"** means a process based and often experiential approach where students go through an actual entrepreneurial learning process (Kyrö,2005). It deals with the actual on the job training wherein the students get experiential learning and rich experiences. This approach lends itself to the wider definition of entrepreneurship, and can be integrated into other subjects in general education, connecting entrepreneurial characteristics, processes and experiences to the core subject.

While the "**about**" and "**for**" approaches teaching entrepreneurship are relevant primarily to asubset of students on secondary and higher levels of education, the embedded approach of teaching "t**hrough**" entrepreneurship can be relevant to all students and on all levels of education.

There could be challenges faced while trying to integrate entrepreneurship into education include resources, time constraints, unwillingness from teachers, assessment challenges and cost implication

Value creation as the common core of entrepreneurial education:

Various definition of entrepreneurship resulted in variations in pedagogical approaches and therefore educators find it difficult to approach entrepreneurial education. However, it is accepted fact that it will benefit teachers and education significantly. Bruyat and Julien's (2001) definition has been widely accepted in the **concept of value creation is outlined** and constitutes the basis of many of the resulting recommendations. According to them, to study only entrepreneur is not appropriate and cannot result in entrepreneurship.

It is much more than the change and learning that an individual entrepreneur experiences through the interaction with the environment and value creation that is caused through one's action. **Learning** and **Value creation** are the two important aspects of entrepreneurship. This interpretation aligns better with the learning focused aims of educational institutions than manyother definitions of entrepreneurship. Value creation is the main goal for students from the definition of entrepreneurial education. It suggests that let students learn to create their own values from outside stakeholders resulting in the development of entrepreneurial competencies,irrespective of value creation has been successfully achieved or not.

John Dewey's view of "Learning-by-doing" can also be looked upon as a "Learning-by- creating-value" approach grounded in the field of entrepreneurship (Lackéus et al., 2013). As per the definition of entrepreneurial education, if a a pedagogical intervention lets students learn to create value for other people (own group and teachers excluded), it is indeed entrepreneurial education. It could be done by actual value creation for other people as formal part of the curriculum (a preferred teaching "through" approach), or by learning about how to create value to other people (a less effective teaching "about" approach).

According to the definition given by Danish Foundation for Entrepreneurship (Moberg et al., 2012, p.14): "Content, methods and activities supporting the creation of knowledge, competencies and experiences that make it possible for students to initiate and participate in entrepreneurial value creating processes". Entrepreneurship is therefore when one act upon opportunities and ideas and transform them into value for others. The value that is created can be financial, cultural, or social." The concept of entrepreneurial value creation is that not only the value created should be original but also requires some initiative from the value creators which could be in the form of acquisition of resources that was required to created the value and that the process of value creation is managed by the initiator and is also ready to accept failure risk.

In society, the creation of values occurs extensively and is interconnected to individual happiness as helping others makes both life and feelings meaningful, satisfied and engaged.

Routine values are based on operational competencies such as process management and execution, optimization and incremental improvements. However explorative value creation is based on entrepreneurial competencies. It is necessary to strike a balance between both forms of value be it routine or explorative value. Routine value has short term success.

Value Creation examples of how different stakeholders create value for others,

Stakeholder	Creates value for	How value for others is created	F/S/C type	R/E type
Established business	Customers, employees and shareholders	By offering commercial services and products	Financial value	Routine
Business entrepreneur	Customers, employees and shareholders	By offering novel commercial services and products	Financial value	Explorative
Social entrepreneur	Society and individuals in need	By offering novel social services and products	Financial, social and cultural value	Explorative
Welfare state	Citizens of the state	By offering welfare services	Financial, social and cultural value	Routine
Family member	Other family members	By always being there	Social value	Routine
Pet	Other family members	By always being there	Social value	Routine
Artist	Other individuals	By entertaining, provoking and triggering new thoughts	Cultural value	Routine / explorative
Student	Future employers / family / society	By preparing for work life; by becoming an educated citizen	Financial, social and cultural value	Routine
Teacher	Students	By facilitating student learning	Social / cultural value	Routine

5.6 ENTREPRENEURSHIP COMPETENCIES: COGNITIVE (KNOWLEDGE, SKILLS) AND NON-COGNITIVE (ATTITUDES), BENEFITS OF EDUCATION FOR ENTREPRENEURS

Entrepeneurship Competencies: Cognitive (Knowledge, Skills) Non-Cognitive (Attitudes):

The main goal of most entrepreneurial education is to develop some level of entrepreneurial competencies. Entrepreneurial competencies are defined here as knowledge, skills and attitudes that affect the willingness and ability to perform the entrepreneurial job of new value creation. This definition aligns with much of the literature on competencies in general as well as on entrepreneurial competencies.

There are two types of competencies- cognitive and non- cognitive. Cognitive competencies include the knowledge and skills required which are primarily intellectual based competencies that are and non- cognitive competencies include attitudes such as perseverance, self-efficacy, learning skills and social skills).

Cognitive competencies are easy to teach and evaluate, whereas non-cognitive competencies require learning-by-doing and are more difficult to evaluate (Moberg, 2014a). There is a need to strike a balance with both cognitive and non- cognitive competencies. However, it is noticed that the non-cognitive competencies are often neglected. The curriculum of today focusses more on knowledge and intellectual competencies based on teaching to test rather than learning and doing. Non cognitive competencies as per many researchers have been neglected and thus leading to a significantly impact on academic performance and future labour market outcomes more than the cognitive competencies. Almost no research done on the interaction between non-cognitive factors and entrepreneurial education this is a capable area where entrepreneurial education can support the improvement of general education through its innate capacity to foster the development of non-cognitive competencies leading to increased academic performance

Five categories of non- cognitive factors impacting academic performance)Adapted from Farrington et all, 2012
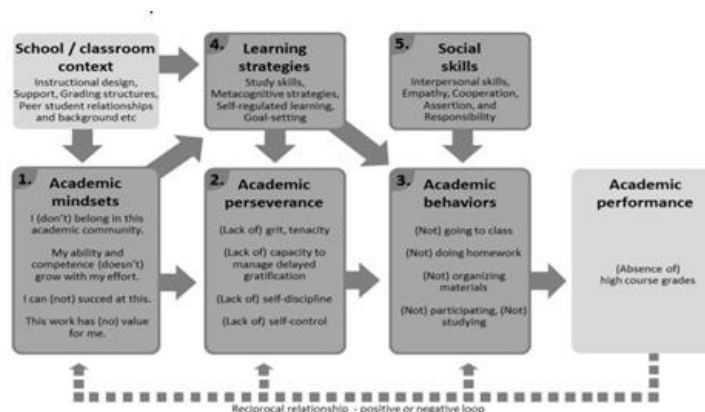
Entrepreneurial competencies. Framework outlining some key entrepreneurial competencies and their relation to cognitive and non-cognitive competencies.

	Main theme	Sub themes	Primary source	Interpretation used in this report
Cognitive competencies	Knowledge	Mental models	(Kraiger et al., 1993)	Knowledge about how to get things done without resources, Risk and probability models.
		Declarative knowledge	(Kraiger et al., 1993)	Basics of entrepreneurship, value creation, idea generation, opportunities, accounting, finance, technology, marketing, risk, etc.
		Self-insight	(Kraiger et al., 1993)	Knowledge of personal fit with being an entrepreneur / being entrepreneurial.
	Skills	Marketing skills	(Fisher et al., 2008)	Conducting market research, Assessing the marketplace, Marketing products and services, Persuasion, Getting people excited about your ideas, Dealing with customers, Communicating a vision.
		Resource skills	(Fisher et al., 2008)	Creating a business plan, Creating a financial plan, Obtaining financing, Securing access to resources
		Opportunity skills	(Fisher et al., 2008)	Recognizing and acting on business opportunities and other kinds of opportunities, Product / service / concept development skills
		Interpersonal skills	(Fisher et al., 2008)	Leadership, Motivating others, Managing people, Listening, Resolving conflict, Socializing
		Learning skills	(Fisher et al., 2008)	Active learning, Adapting to new situations, coping with uncertainty
		Strategic skills	(Fisher et al., 2008)	Setting priorities (goal setting) and focusing on goals, Defining a vision, Developing a strategy, Identifying strategic partners
Non-cognitive competencies	Attitudes	Entrepreneurial passion	(Fisher et al., 2008)	"I want". Need for achievement.
		Self-efficacy	(Fisher et al., 2008)	"I can". Belief in one's ability to perform certain tasks successfully.
		Entrepreneurial identity	(Krueger, 2005, Krueger, 2007)	"I am / I value". Deep beliefs, Role identity, Values.
		Proactiveness	(Sánchez, 2011, Murnieks, 2007)	"I do". Action-oriented, Initiator, Proactive.
		Uncertainty / ambiguity tolerance	(Sánchez, 2011, Murnieks, 2007)	"I dare". Comfortable with uncertainty and ambiguity, Adaptable, Open to surprises.
		Innovativeness	(Krueger, 2005, Murnieks, 2007)	"I create". Novel thoughts / actions, Unpredictable, Radical change, Innovative, Visionary, Creative, Rule breaker.
		Perseverance	(Markman et al., 2005, Cotton, 1991)	"I overcome". Ability to overcome adverse circumstances.

Adapted from (Lackeus, 2014).

Benefits of Education for Entrepreneurs

The idea of integrating entrepreneurship into education has stimulated much interest in the last few decades. Numerous of effects resulted in the form of economic growth, job creation and increased societal resilience, but also individual growth, increased school engagement and improved equality. Introducing this idea and putting into practice has increased vital challenges alongside the stated positive effects. Lack of time and resources, teachers' fear of commercialism, impeding educational structures, assessment difficulties and lack of definitional clarity are some of the challenges practitioners have encountered when trying to infuse entrepreneurship into education.

Entrepreneurship in education differs significantly. Some regard this as students should be encouraged to start up their own company. This is rather a narrow definition of entrepreneurship. In a broader perspective entrepreneurship in education is not at only starting new organizations, but

it is all about making students more creative, opportunity oriented, proactive and innovative, relevant to all walks in life

5.7 UNIT END EXERCISE

Write in brief:

1) Explain the concept of entrepreneurship in education

2) What is the need and significance of entrepreneurship in education

3) Elaborate the cognitive competencies of entrepreneurship in education

4) Elucidate the non-cognitive competencies of entrepreneurship in education

5) Explain education about, for, through entrepreneurship in education

6) Elucidate value creation as the common core of entrepreneurial education

Write short notes on:

1) Concept of entrepreneurships in education Need for entrepreneurship in education

2) Significance of Entrepreneurship in Education

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6

SOCIAL STRATIFICATION, MOBILITY AND MODERNISATION

Unit Structure

6.0 Objectives

6.1 Introduction

6.2 An Overview

6.3 Concept and Types of Social Stratification

6.4 Concept and Types of Social Mobility- Factors affecting Education in relation to Social Stratification and Social Mobility with special reference to Indian Society

6.5 Concept of Modernisation: Individual and Societal Modernity, Role of Education in Modernisation

6.6 Unit End Exercise

6.7 References

6.0 OBJECTIVES

After going through this unit, you will be able to

- Know the concept and types of social stratification, social mobility and modernization

- Aware of the concept of modernisation: Individual and Societal Modernity

- Understand the factors affecting education in relation to social stratification and mobility with special reference to Indian society

- Understand the role of Education in Modernisation

6.1 INTRODUCTION

Stratification in ancient India was on the basis of the caste. According to Young and Mack, "in most societies people classify one another into categories, and rank these categories from higher and lower. The process of defining such categories is called Social stratification and the resulting set of ranked categories is called the stratification structure." The categories themselves are called strata, popularly known as classes.

Sociologist use the term social stratification to describe the system of social standing.

6.2 AN OVERVIEW

Social inequity is the basis of social stratification. More or less all societies encouraged social inequality by stratifying their members. According to some sociologist, stratification, and its resulting inequalities are a necessary, functional requirement of all societies. The society has some highly important functions which are to be performed by its members who are most capable and thus came distribution based on talents. Labourers performed the lower functions that they were capable off. The society thus stratifies themselves on the lines of social functions. Some sociologist differs that such stratification led to social inequality even though they admit that social inequality is universal.

6.3 CONCEPT AND TYPES OF SOCIAL STRATIFICATION

Social stratification is a particular form of social inequality. Societies arrange their members in terms of superiority, inferiority and equality. Social stratification is nothing but division of society into various section and groups. This division is called stratification because it leads to formalization of in-groups versus out-group relations. It means that members belonging to one group behave in a particular way and it differs from the way the other group behaves.

Stratification is a process of interaction or differentiation whereby some people come to rank higher than others.

Concept of Social Stratification:Social stratification refers to a society's categorization of its people into groups based on socioeconomic factors like wealth, income, race,education, ethnicity, gender, occupation, social status, or derived power (social and political)

Definitions of Social Stratification:

P.W Murray: Social Stratification is horizontal division of society into 'higher' and 'lower' social units.

Gilbert: "Social Stratification is the division of society into permanent groups or categories linked with each other by relationship of superiority and subordination."

Ogburn and Nimkoff: The process by which individuals and groups are ranked in more or less enduring hierarchy of status is known as stratification".

Types of Social Stratification:

Social stratification is based upon a variety of principles. So we have different type of stratification. The major types of stratification is based on

1. Caste

2. Class

3. Estate

4. Slavery

1. Caste: It is purely due to a person being born in a particular religious or caste group.In such a system the individual's position is determined by the position of his family and the individual has only limited opportunity to either rise or fall in the hierarchy.It is a hereditary endogamous social group in which a person's rank and its accompanying rights and obligations are ascribed on the basis of his birth into a particular group. e.g.Stratification based on caste is Brahmins, Kshatriyas, Vaishyas and Sudras.

2. Class: This type of stratification is on the basis of class which is dominant in modern society. Stratification on the basis of class purely depends to a very great extent on the achievement and ability of an individual to use to advantage the inborn characteristic to the maximum and the wealth that he may possess.

3. Estate: In the medieval Europe, estate system provides another type of stratification which gave emphasis to birth as well as wealth and possession. Here each estate had a state

4. Slavery: This type of stratification had an economic basis. The slave had his master to whom he was subjected and this prime duty was to obey his master. The master's power over the slave was unlimited. Most of the times, the slaves were illtreated and tortured by their masters.

6.4 CONCEPT AND TYPES OF SOCIAL MOBILITY: FACTORS AFFECTING EDUCATION IN RELATION TO SOCIAL STRATIFICATION AND SOCIAL MOBILITY WITH SPECIAL REFERENCE TO INDIAN SOCIETY

Concept of Social Mobility: Social Mobility indicates that that social change has taken place and that the society is progressing. The societal progress definitely leads to individual progress. Social mobility refers to the movement within the social structure, from one position to another. It

means that there is a change in social status. Societies provide some or the other opportunity for social mobility. However, societies differ from each other to extent in which individuals can move from one class or status level to another.

The concept of Social Mobility has essential importance in ascertaining the relative 'openness' of a social structure and this is studied by sociologist. Improvement in any group will definitely improve its social status. It differs from society to society and hence, not uniform in all countries. Since, agriculture is the main occupation in India, and caste system still prevalent in India, therefore the rate of social mobility is naturally low.

Definition of Social Mobility:

Sorokin: By social mobility is meant any transition of an individual from one position to another in a constellation of social group or strata."
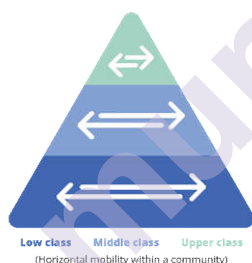
Headrick: Social mobility is the movement of persons from social group to social group"

Types of Social mobility:

Sorokin has discussed two types of social mobility:

**1. Horizontal social mobility**

2. Vertical Social mobility

Horizontal Social Mobility: It refers to the movement of people from one social group to another situated on the same level. It means that the ranks of these two groups are not different. It is transition of an individual from one social group to another situation on the same level. Here the position of the individual may change but his status remains the same. eg. A teacher leaves one school and becomes a teacher in another school.

Vertical Social Mobility: It refers to the movement of people from one stratum to another or from one status to another. It brings changes in class, occupation and power. It involves movement from lower to higher or higher to lower. eg. When a person attains higher education and becomes rich, it is known as vertical social mobility.

There are two types of vertical mobility. One is upward and other is downward mobility.

Upward mobility is when an individual moves from lower status to higher status eg daughter of a peon joins the bank as an officer.
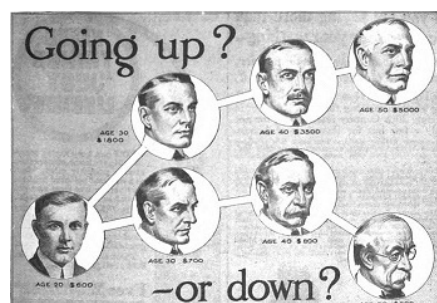
Downward mobility is when an individual moves down from one position to and other and change his status. eg if a person loses his job due to his inefficiency or any other reasons, he is downwardly mobile from his previous job.

Factors affecting education in relation to social stratification and social mobility with special reference to Indian society.

Education and Social Stratification

Sociologists like Durkheim view the major function of education in any society as the transmission of that society's norms and values. According to them, education provides a link between the individual and the society and it provides the individual specific skills necessary for the future occupations, which is the most. important factor in the modern social stratification system. Parsons (1961) believes that the educational system is an important mechanism for the selection and allocation of the individuals in their future roles in the society. It is also regarded as the ground for proving one's ability and hence selective agency for different statuses according to their abilities. However, this argument is rejected by people like Bowles and Gintis who argue that the social relationships in the schools replicate the hierarchical division of labour in the work place. There is a close correspondence between the social relationships which govern the personal relationships at the work place and the social relationships in the educational system.

Raymond Boudon (1974) also suggests that the inequality of educational opportunity is primarily a product of social stratification. According to him, even if there were no sub-cultural differences between classes, the very fact that people stand at different positions in the class system will produce inequality of educational opportunity. Thus, the essence of social stratification is social inequality and it manifests itself through many forms such as differential allocation of income, status and privileges, opportunities for various social utilities, etc and the educational achievement is very important in all these aspects. In the open systems of stratification such as class system, the movement up and down the strata is possible and in the closed ascription-based stratification systems such caste, where the boundaries between various strata are rigid, the movement is extremely difficult. Further, there are various correlates of the relationship between education and social stratification in a society. Most important of them is that the education is the primary generator of social mobility in any modern industrial society. This relationship is little complex to understand. For instance, the education is the main component in achieving a status in the social class system, on the one hand, and stratification system is the deciding factor in the differential access to education, on the other hand. Therefore, the relationship between education and social stratification is very complex and can only be understood in relation to the concept of social mobility.

Education and Social Mobility As discussed earlier, education in the present day context is the most important and dynamic force in the life of

individual, influencing his social development. It functions I more as an agent of social change and mobility in social structure. It leads to economic I development by providing ways and means to improve the standard of life. The positive attitude towards education leads to socio-economic mobility among the individuals and groups. That means, a person who is born in an agricultural family can, by means of education, become an administrator or any other government employee. Secondly, education leads to the changes in the lifestyles of people. It modifies the attitudes, habits, manners and their mode of social living. Thirdly, the education is responsible for inter-generational mobility among the individuals and groups. Through inter-generational mobility, the social groups are able to maintain their status and the status of their family. Therefore, it can be said that education plays an important contributory role in the mobility of individuals and groups regarding their social position, occupational structure, styles of life, habits and manners.

6.5 CONCEPT OF MODERNISATION: INDIVIDUAL AND SOCIETAL MODERNITY, ROLE OF EDUCATION IN MODERNISATION

Concept of Modernisation

The word modern or modernisation is the derivative of the Latin term '**MODO**', which means **'just now'** 'or' **'the latest'**. Modernisation involves transformation towards progress democratic, socio-economic and scientific ideals. Modernisation as a process of change requires both structural and functional changes. Mutual tolerance, respect for other's views and equality among all are the essential requisites of modernity.Modernisation does not mean elimination of all traditional and ancient values. Those ancient values are to be preserved and protected along with induction and modernity has to be intelligently solved to accommodate overall progress.

The Oxford English Dictionary defines the term '**modern**' as 'something of the recent times or something new or latest, not concerned with classic. Thus, the literal meaning of the term refers to anything which is New or Latest in life style, dress, art or thinking**.**

According to Indian sociologist **Prof. Y. Singh**, "Modernisation symbolizes a rational attitude towards issues and their evaluation from universalistic, not particularistic point of view". For him, Modernisation involves diffusing scientific and technological know-how.

C.E. Black in his book '**Dynamics of Modernisation** suggests modernisation as a process by which historically evolved institution are adopted to the rapidly changing function that reflect the unprecedented increase in man's knowledge, permitting control over his environment in the recent centuries that accompanies the scientific revolution.

Concept of Modernity has following distinctive characteristics:

(i) Intellectual characteristics are like emphasis on science and technology, reason and rationality, belief in progress and human development, control over environment and avoidance of superstition and orthodoxy.

(ii) Political Characteristics, include marginalization of religious influence from State/Political matters, and rise of secular democratic polity, universal adult suffrage, democratic values.

(iii) Religious Characteristics constitute a secularized society free from religious orthodoxy and decline of religiosity.

(iv) Social Characteristics include decline of a traditional social order, decline of Joint family system, alienated kinship ties

v) In relation of education, it involves literacy, emphasis on knowledge, trained skill and the like.

(vi) Economic Characteristics include changing over to commercial agriculture, use of machines and advanced technology in agriculture, growing industrialisation and urbanisation, improvement in commerce, industry and growth of Market etc. Thus, modernity implies a bunch of new socio-economic, politico-religious and intellectual system, totally separated from the traditional one.

Individual Modernity: is modernity in an individual and is defined as a syndrome of attitudes and beliefs including progressive, secularity, optimism, future-oriented perspectives and a sense of self efficacy

Societal Modernity: is associated with evolutionary social change towards increasing differentiation of structure and increasing specialization of function

Modernisation has broadly the following salient features:

(1) A Scientific temper outlooks

(2) Reasoning and rationalism

(3) Secularization

(4) High aspirations

(5) Total change in attitude, norms and values,

(6) Developed economy,

(7) Broader national interest

(8) Democratization

(9) An open society.

(10) A challenging personality and finally

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(11) Dynamic leadership to organize socio-economic cultural & political
movement and undertake reforms.

Role of Education in Modernisation: There are certain parameters that contribute directly to the process of modernisation

1**. Sound political ideology** and its effective operation, viable national
economy, functionally literate population, wholesome personality, skilled
man-power, modified values and motivation, concerted national efforts,
open mindedness etc. are regarded as the gifts of education. Education
disseminates political ideology of a nation, accelerates the growth of
economy, prepares abled and skilled man-power and makes people literate
functionally and expands the minds for the larger interests of the society
and nation.

2. **Production of skilled Human Resources:** Education directly
contributes to the process of modernisation. It is rightly acknowledged that
human resource is the key to national advancement and a sound human
resource is created and developed by education.It produces the skilled
persons with a sound knowledge base to occupy and operate economic,
industrial, technological and social fields. This high -powered human
resource contributes to the growth of national wealth through their creative
abilities and productive efforts. Therefore, education promotes in the
rising generation those knowledge, skills and attitudes which accelerate
the pace of modernisation.

3. **Breaks the barriers of traditional thinking**: As a dynamic force of
change education breaks the status quo of the traditional thinking, doing,
habits, attitudes and values. It broadens the mental horizon are arouses
interest in innovation and experimentation. It helps Individuals to be
broad-minded and stimulates their thinking to accept new things and
objects without a compromise with the old thinking and ideas.

4. **Education prepares intellectual individual who are sensitive to the
needs of the society**: Education creates a cadre of philosophers, scientists,
technocrats, leaders, elite, co-planners, administrators, physician, teachers
etc. who vanguard the chariot of modernisation. They are highly sensitive
to the needs, demands and aspirations of, a modernized society and they
work for consensus building on important issues including national and
emotional integration, and above all international understanding.

They socialize individuals to look at the objects, ideas, things, persons etc.
in the correct perspectives by **cultivating scientific temper and fostering
rationality**. These two cardinal instruments i.e. scientific temper and spirit
and rational thinking help man to evaluate everything in its correct forms
and perspectives.Therefore, a society is advanced in every respect and
education is the originator and creator of everything which steers the
vehicle of modernisation.

5. **Education creates interest in the mind and positively changes the
thinking of the people**Education, as a chief instrument of modernisation
arouses, sustains, stimulates and perpetuates interest in the minds of

people in the change and growth processes. Education helps in the evolution of mind which is dispassionate, and objective and enquiring.

Education brings about change in the mind: attitude, value, opinion etc. to work for the progress and prosperity of a nation. Moreover, education helps in the increase of production and income of a nation. Therefore, there is a positive correlation between education and the growth of per capita and national income. Education is regarded as the **engine of economic growth of a nation**.

6. Education prepares a band of **knowledgeable and creative men and women** by imparting appropriate **value, skill and knowledge** adequately who, in turn, will commit themselves to the process of modernisation. Thus, modernisation is harnessed by education.

7. **Education acts as a powerful force of modernisation** by developing national outlook and international understanding. It can help the pupils in knowing the latest developments in social, economic, technological, scientific and cultural domains of human life.

8. Education can help in the **achievement of emotional and national integration** which is the basis for establishing unity among people and for development of nation-social, cultural, economic and political and scientific aspects.

9. Education can help in accelerating the process of modernisation by **fostering a democratic and secular outlook** and vision among the people. Secular attitude helps in developing respect for all religions of the world and of the nation. Democratic altitude enables people to live successfully in the society with others without any difference and feelings.

10. Education helps people to **prepare for future life** which is essential for modernization. It helps them to acquire all social skills for leading a better future life. And better future life accelerates the process of modernisation. Therefore, it is a powerful weapon that can accelerate the pace of modernisation in the present society for a happier and respectable life.

6.6 UNIT END EXERCISE

Write in brief:

1) Mention the three types of social stratification

2) Briefly identify education as a factor in social mobility

3) Explain the role of education in modernization

4) Elucidate individual modernity

5) Differentiate between upward and downward mobility

6) Explain the need for societal modernity

Write short notes on:

1) Concept of social stratification

2) Concept of social mobility

3) Concept of modernization

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