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BTE-C-102

EDUCATION IN INDIAN SOCIO-ECONOMIC CONTEXT

Unit III

Indian Society and Education

Education as a sub-system of Indian Society, Education and relationship with Indian Social Structure, Social Demand for Education, School as a Social Unit: Democracy in School Life, The Social Climate of the School, Role of the Teacher in School

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Unit III

Education as a sub - system of society: Education and society both are inter-related or inter-dependent because both mutually influence each other i.e. complimentary. Without education how we can build an ideal society and without society how can we organize education system systematically that means both are needed to understand. Education helps individuals to learn how to live, how to behave, how to organize everything in their lives so it is an agent which brings change in society or we can say in one line Education is a social change agent. Let us describe the influence of society on education.

Influence of social structure and ideals:

If society is well structured and have ideals than it automatically effects the education. Social structure is generally built in religion, the way of living life, philosophy of members of society, politics, economy and it has some good ideals which help every individual and contribute in society after all educationalist, experts and psychologist are coming from society who mould the education system and make it more practical full-fledged with technologies. So we can find many schools, colleges have different system of teaching and learning. If we compare Indian society with abroad countries societies than we can find the change in education system which is mainly based on social structure and ideals. If a society develops day by day, it automatically brings change in society and society affects education and its ultimate objective is to make productive individual which can be fulfilled on through education. E.g. as we find some schools are followed strict rules and regulation and they have their own ideals i.e. to live simply and follow the values including truth, non-violence, honesty etc.

Influence Of Political Condition:

Society influence political conditions. The one who is political leader coming from society and he/she always followed the set ideals including democracy, equality and he

has also some political ideas such as responsibilities, accountability, unity, integration of human being with values ideals etc. And with those ideals he governs particular area or state and as we know education is related to government. Being a part of it an individual affects the education system. So the political conditions of society bring changes in education system and as we know education helps an individual to achieve political education in society that is why it is said that education is a tool for achieving political education on society.

Influence of Economic condition :

As we know according to per capita income all citizens are categorised as upper-class, lower-class and middle class and as per their income they get education from granted and non-granted schools and there citizens will help the society or contribute in the society as per their income. They provide financial support to education. They invest their money in education field and make it concrete with facilities and resources. And thus the education promotes. For further studies many students immigrate in other country and government helps them. If a student who is coming from lower class we will go to abroad for further studies . Thus society's economic conditions influence the education.

Influence of Religious Condition :

As we find many religious sects in society and they have their own institutions where in each religious sect strictly inform the students to follow the rules and regulation and ideals of particular sect. As per religion knowledge members of society contribute in the field of education. As we find the impact of religion in education society is built on various important values which are strictly inculcate via education. As per society, culture, moral ideals affect the education system and so in education we can find the impact of religion. The set ideals of society such as unity, democracy, and so on are there become of religion which are inculcated through education. And because of religion we can find various castes in society which automatically affect the education system.

Influence of social Thought :

Every individual has their own thoughts, ideology and beliefs and those thoughts,

beliefs and ideologies are covered by culture of society. It is said that man is a social animal why? Because he lives in society and he has his own philosophy and ideology according to which he lives and so we see different educational system in different states and in different countries, so the social thought affect education.

Way of Thinking :

Every individual is thinking differently. Everyone has his own philosophy and ideology. The best example of this is the status of English today. Now it is thought from first standard in many schools the same as people migrate from one to another country. So the way of thinking helps in social mobility and it brings change in everything e.g. Today schools infrastructure, way of getting education etc.

Influence of Social changes :

As we know change provides everywhere or in everything the same as the society is changing day by day. The best example of this is nuclear family. Because of higher level of literacy today we can see the change in school system, or education system. Today in Indian society we can find English medium schools everywhere and the impact of technology in our life. That is why every society becomes a torch of change. In order to reach up to height of social changes skill based programmes, vocational courses are started in education system. As per the change in philosophical and sociological point of view the new syllabus or curriculum implemented in education and thus we also see the development of values.

To sum up, society provides a platform for education or contributes a lot in the education system.

Influence of Education on society

Education plays a very important role in moulding the character of an individual. It is one of the concrete sources from which one get information and knowledge. It affects the society. We can make sense of its effective role from the following points.

- 1] Preservation and transmission of our social, moral and cultural values. In Education, through curriculum, students will be acquainted with social, moral and

cultural values and teachers make them familiar with values and ideal through different activities, games, story-telling etc. Education makes them familiar with constitution, rules and regulations of citizens and so on. As we find in NPE 1986 major objectives to produce a productive citizen has been fulfilled by education so education preserves our value and it make others to imbibe those values.

2] Awakening of Social feelings
Through education individuals become aware about the importance of unity, love, fraternity and other values. Education makes all people get awakened of being a part of society and how they can contribute the world as society. People know different values and life skills and thus they develop concern for society including social mindedness, values life skills, learning to be, learning to do, learning to know, learning to live together via different activities story telling dramatization.

3] Political development of society
Education makes all aware about rights and duties of all, which are their responsibilities and duties so that they can develop their civic sense. Through different lesson of political leaders and stories education develop ideal leadership quality so that in future citizens can lead t e state as a society.

4] Economic development of society
Education develops skills in individual and makes him a productive citizen. Through education everyone learns how to earn money and as per their qualification he gets job or labour and on the whole with the help of education more or less everyone get work and earn money so due to increasing literacy per capita income will increase As we find govt take help in the form of tax and thus our economy develops. Because of education people migrate in other country and their earning helps to develop society, country. Thus education affects the economic development of society.

5] Social control
Education makes all aware about customs and duties the same as it makes aware about the rules and regulations as we find the rules in Indian constitution. People know how to preserve their lives via education. They make also familiar with crimes. Thus

education provides a guideline and it controls all society.

6] Social changes and reforms
Education makes individuals perfect and aware about the rights. So can claim against dwelled superstitions, beliefs which are harmful for them. Through education everyone learn grow to live and how to save from difficulty and how to inculcate values and ideals in their lives and ideals in their lives so they can appeal in court having of feeling injustice. Education makes all aware about how to live peacefully and how to face difficulties in their lives .They become aware about the proverbs like 'nothing ventured, nothing gained' so they develop their risk taking attitudes via education.

7] Socialization of a child
Education trains the mind of a child and it teaches him how to inculcate values in his life. It makes the child understand what is society, how he is a part of society, what are his roles in society, how he should behave, how he should interact with others etc. Education helps him to understand who is he? And it develops a sense of a social being in him. In short education socializes a child.

Thus, education produces productive citizens it helps everyone how to flourish and makes them ideal citizens of society. To sum up, Education influences the society.

Education and relationship with Social Structure:-

Introduction Many sociologists have observed that there is a -strong relationship between education and society. This observation is borne out of the fact that it is not possible to separate or draw any line of demarcation between the two concepts. This is because of the fact that what happens to the educational system undoubtedly affects the society, and whatever occurs in the society influences or shapes the educational system in all its ramifications. Durkheim (1956) was one of the first sociologists to appreciate the relationship between education and society. He saw education as a social phenomenon through which a society assumes its own continuity by socializing the young in its own image. The components of the educational system that constitute

perfectly defined facts and which have the same reality as another social fact are inter-related. They are inter-related internally, so that a given education system has unity and consistency, and also externally so that the education system reflects a society's moral and intellectual values. Ottaway (1980) defined society as the whole range of social relationships of people living in a certain geographical territory and having a feeling of belonging to the same kind of group. In every society, whether developing or developed, complex or primitive, there is always an education system. Education systems are not the same, as no two societies are identical. Therefore, education systems differ from society to society and their aims, contents and techniques also differ from one society to another. From the foregoing, one might postulate that educational institutions are micro-societies, which mirror the entire society. This is one of the reasons why societies try to evolve education systems and policies that would meet the needs, beliefs, attitudes and the aspirations of their people. Havighurst (1968) observed that the way to understand a society's education system is to understand how it is related to the other basic institutions of that society, in particular the family, the church, mosque, the state, the polity and the economy.

Relationship between Education and Society We have seen education in particular as a means of cultural transmission from one generation to another. The parents are the first teachers of the child and they still maintain an educative function throughout the early and formative years of the child. In most of the developing nations of the world, including Nigeria, parents are responsible for sending their children or wards to school. Since these nations are undergoing rapid socioeconomic and political changes, they witness special problems in evolving the appropriate education system, which will be able to produce the adequate manpower needs in all the segments of the society. . Schools are established in many societies of the world so as to instill in the pupils those skill's which will afford them the opportunity of taking their rightful positions in the society; but this function cannot be adequately accomplished without the assistance of the home because both the home and the school perform complimentary functions in the moral and intellectual development of the child. This means that the child cannot be educated in a vacuum or in isolation. Therefore, for a child to be educated there must be interaction between him and his physical and social environment. By this we mean that education is the development of personality. It is

something which goes on both inside and outside the home and in the school. In other words, education is an activity of the whole community. This means that education is used in the transmission of the cultural values. One important implication of looking at education as the transmitter of cultural values is the fact that education can be influenced by the culture of the society in which it takes place. For this reason, one may infer that for a child to be educated, he must be influenced by his environment and, in turn, be capable of influencing it. And it is only by the concept of the continuous interaction of the individual and his society that the development of personality can be properly understood. We have noted above that education is a means through which the cultural values of a particular society are transmitted from one generation to another. Through this process, the society is able to achieve basic social conformity and ensure that its traditional values, beliefs, attitudes and aspirations are maintained and preserved. Clarks (1948) observed that a general knowledge and acceptance of the ideals and aims of our society is essential for all its citizens, and it must be achieved through education but in a form, which makes it compatible with freedom. So he reconciles the double purpose by saying that admittedly, the purpose of the educative society may be to make men conformable. But overmastering that must be the purpose to make men free. A society needs a stable and dynamic set of values and a ,unified purpose. It is when this is ascertained that meaningful economic, political and social programmes can be embarked upon for ~he overall benefits of the citizens. To be a fully developed person in such a society, implies full and creative membership of it with powers to change it. Ottaway (1980) contended that the transmission of culture still remains a vital function, and is not to be dismissed as merely conservative in the sense of being old-fashioned. He further observed that our children are potentially the society of the future, which still belongs to the non-social community, and education in this respect can be regarded as a socialization of the young. Education depends on the total way of life of a people in a society. This suggests that the type of education provided will differ from society to society. Besides, each society has her own norms, values and her own ideal persons who stand out clearly for the younger generations to emulate. Since all these societies are not the same, then it means that a man regarded as a hero in one society because of his contributions to educational development of the society may not be regarded as such in another society where education is not given priority in the scheme of their daily activities. It, therefore, implies that children have

different people to emulate in different societies. It is logical to expect that the type of education given in each society will change from time to time as the society changes. Many writers have argued that education is one of the causes of social change in the society, but another school of thought is of the opinion, that educational change tends to follow other social changes, rather than initiate them. Ottaway (1980) observed that ideas of change originate in the minds of men; often in the mind of a single man. Exceptional individuals invent new techniques and propound new values for their society. These ideas arise from the impact of men on his culture, but do not change the culture until they are shared and transmitted by a social group. In his own submission, Boocock (1972) noted that societies undergoing rapid social change or modernization have special problems in adapting the educational system to the manpower needs of the world. They often suffer shortages of persons with special kinds of learning in engineering and other technical fields and may have difficulty in keeping persons with valuable skills once they have completed their education. Another area of the relationship between education and society is through the arrangement of the entire society into a hierarchical order that is, through the social structure in which education plays a prominent and significant role in fixing educated individuals into social classes. Ottaway (1980) observed that education is the process of preparing people to fit into this complex social structure and to play particular social roles as members of more than one institutional group. Individuals have to learn to be fathers or mothers, school teachers or civil servants, shopkeepers or priests. They have to learn to keep the law, to understand how they are governed and to be prepared to try and change the social moves when they see that they can be improved. Education as a social phenomenon is also concerned with the preparation of the child for his future occupation in life. This is one of the main economic functions of education and this is in the interest of both the nation and the individual. Through education an individual knows the structure of the society and the different types of relationships that exist among those structures in the society. The child is taught how to perform different roles within the social structure in the society. These roles are inter-related. For example, the role of a father is a relational role; a father could be a son to another person. So education allows the child to perform his role adequately within the social structure in the society. In addition, the child is able to understand the network of inter-relationships among the different social institutions that make up the society. . Also of importance are the different

functions that are performed by each social institution in the society. Like an individual, each institution has definite functions to perform in the society and the functions of each institution differ from one to another even though they are complimentary. Another aspect of the relationship between education and society is in the area of social interaction. Social interaction may be defined as any relation between people and groups, which changes the behaviour of the people in the group.

There is a need for social interaction by the child before he could acquire the culture of his society. This interaction in the society is therefore part of the child's education, provided that, that type of interaction brings about positive changes in the child's behaviour in a right direction as required by the educational system. One important point here is that the child has been taking part in group interaction long before he starts to attend school and the most common among these group interactions are within the family and the peer group. These groups in which the child interacts give him the opportunity to learn from the wider circles in the society. From his social contacts, he learns his roles in different groups and this influences his personality development. Conclusion Many sociologists have appreciated the relationship between education and society and have concluded that the two are so interrelated. That one cannot draw any line of demarcation between them. It has been observed that the educational system of any nation must be based on the needs and demands of the society, and that any educational system that fails to meet the needs, aspirations and ambitions of the society is not relevant and is bound to fail. The educational system of any nation is concerned with, the transmitting of the cultural values of today to those who will live in the world of tomorrow, and contents of education must somehow strike a balance. Dubey et. al. (1984) observed that a good educational system, in all its full substance and ramifications, is related to the level of culture, industrial development, rate of urbanization, political organization, religious climate, family structure, stratification and other institutions of the total social system. Finally, education has to fulfill both the individual's needs and those of the society and must keep pace with other sub-systems in the society, as both variables are inter-related.

Social Demand for Education: Social demand for education is the demand for formal education not only for its benefits in employment, but also as a c

consumer good with intrinsic values in its own right. Viewing education in this way leads to a different emphasis from narrow, economic interpretations of the benefits.

Sociologists, such as Margaret Archer (1982), regard the 'expansionary search for opportunity' as the main force behind the expansion of education provision in developed societies, but may suggest that increased demand from successive cohorts tends to 'tip the opportunity curve out of the benefit zone'. In this context, Archer particularly notes that 'non-

completion' of education now 'distributes liabilities'. She also suggests that members of the middle class are quicker than members of the working class to adapt their strategies to the new requirements of an expansionary pressure on entry to élite institutions and preferred occupational areas

The individual demand for education is known in the literature as social demand for education (Psacharopoulos, 1980). It reflects the decision of an individual as his revealed preference among the available school and work alternatives (Fuller, Manski & Wise 1982). The individual demand for education is influenced both by economic and non-economic factors. However, economic models of educational choice mainly concentrate on the former. The underlying assumption is that an individual makes a rational choice on the basis of his expectations about benefits and costs of different options. He is assumed to have adequate information available as well as capacity for processing it for the purpose. The social demand for education has received considerable attention of researchers, mainly in the U.S.¹ In the context of an LDC, hardly any systematic study has been carried out to examine the individual high school students' plans to opt for higher education/labour markets. It is a crucial stage for taking such decisions. The economic models of educational choice have been generally formulated in terms of investment in human skills. Though the acquisition and development of human skills have been considered as a form of investment for quite some time (Marshall, 1948), the idea became widely accepted only with "human capital revolution" commencing in the 1960's (Blaug, 1966; Freeman, 1986; Whitefield and Wilson 1991). The theory of human capital is a theory of "permanent earnings". Its focus on life cycle decisions has been as revolutionary as were earlier life cycle developments in the analysis of consumption decisions (Rosen 1977). From the point of view of individual, the key assumption of the theory of human capital is the

proposition that individual chooses to invest so as to maximize the present value of life earnings (Willis 1986). At the level of individual decision makers, the demand for education is one and the same time supply of educated labour. This is simply because individuals demanding higher education are also suppliers in the labour market (Freeman, 1986). So such economic models based on the theory of human capital explain not only the individual demands for education but also equivalently supply of educated labour (Layard, 1979). A simple model that explains interpersonal differences in formal schooling has been developed by Becker (1964, 1967, 1975) with some formal extensions by others (Ben Porath, 1967; Wallace and Ihnen, 1975; Rosen, 1977). Becker made a pioneering attempt to develop a complete price theoretic analysis of individual's investment in education. Though consumption aspects of education are denied, the rationale of the human capital model is based on the responses of individuals to rates of return in an investment context. Basically, Becker's model views the individual as maximizing the present value of his earnings over the life-cycle by investing in schooling upto the point at which the marginal rate of return from the investment equals the marginal cost (Hill, 1979). Rosen (1977) suggests that the entire economic context of human capital theory is contained in the hypothesis that individuals choose to invest with a view to maximize present value of human wealth.² The underlying notion is that additional education is an investment of current time and money for future monetary compensation (Freeman, 1986). The monetary compensation equivalent to a rate of return is crux of the human capital theory. The sufficiently higher life time earnings later constitute incentive for an individual to choose additional education. Consequently, the important single determinant of investment in human capital is the profitability or rate of return. The results of a large number of studies reveal empirical regularities in education and wage differentials and life-cycle pattern of earnings (Willis, 1986). Further, empirical estimates of rates of return to education provide strong support for the basic human capital hypothesis which states that investment in human capital should be compensated by higher life-time earnings. But one has to be aware of the limitation of price theoretic economic models of educational choice, developed in the context of developed market economies that may roughly approximate equilibrium conditions, in their application to an LDC situation with imperfect/under-developed (or even nonexistent) markets.

School as a Social Unit, Democracy in school: Schools should be viewed not only as institutions that impart certain knowledge and skills to students, but also as environments that socialize them. Socializing students to achieve just what "aims" is the subject of current debates among educators, politicians, and business leaders alike. This debate can be understood as a conflict among three points of view: 1.) that education is an extension of market forces that helps to prepare students for employment opportunities; 2.) that schools should not socialize but should be limited to providing basic academic skills and knowledge; and 3.) that education is a democratizing force that helps to prepare students to participate actively in all aspects of democratic life. The John Dewey Project on Progressive Education grounds its work in Dewey's assumption that the aims of education should be oriented towards preparing young people to be full and active participants in all aspects of democratic life. The skills and dispositions needed to actively participate in all aspects of democratic life include: the ability to think critically, a sense of efficacy, a commitment to compassionate action, and a desire to actively participate in political life by engaging in local decision-making processes, lobbying, voting, etc., as well as the basic need to be able to read, write and do arithmetic.

In reviewing the research literature on education for democratic participation and social and civic responsibility, L.H. Ehman (1980, 113) reports,

The findings from this review suggest that the manifest curriculum (i.e., direct instruction involving courses and texts in civics, government, and other social studies courses) is not as important as the latent curriculum in influencing political attitudes. This latent curriculum includes how classes are taught, not the subject matter itself. This classroom climate is directly manipulable by teachers and represents a potentially important level in the political education of youth. The entire school governance climate, which is another aspect of the latent curriculum, is another consistent correlate of student political attitudes.

In a sense, schools that best teach students the skills to participate actively in democracy are themselves institutions that reflect democratic principles not only in word, but also in deed. The "latent curriculum" that Ehman speaks of is essentially experiential in character, centering on the kinds of relationships the students form

with their peers, teachers, school leaders, community members and the school culture as a whole. Sheldon Berman, updating Ehman's review of the literature in his book, *Children's Social Consciousness and the Development of Social Responsibility*, observes,

What all these studies reveal is that institutional structures—whether in the workplace, family, classroom, or school—that give young people the opportunity to participate in decision-making about meaningful issues can have an impact on their sense of responsibility, their ability to take a collective perspective, their prosocial behavior, their understanding of democratic values and processes, and their personal and political efficacy. There is much more to be learned about the relationship between decision making and actual social and political participation, but these studies demonstrate that participatory and democratic school culture makes a significant difference in some of the key building blocks of social responsibility. (1997, 135)

Traditionally, the school itself has been an institutional "citizen" within its local community (or communities). Schools serve as public spaces, where community members gather to make decisions (board meetings, parent-teacher organizations, etc.), celebrate (plays, performances, fairs and parties) and learn (continuing education classes, community libraries, film series). The school's teachers and administrators themselves represent the school and its functions to the external community, often taking on roles as community leaders and active contributors to community life. Students attend events and participate in activities at the school which lay outside of the context of the normal school day. They may witness their teachers acting as citizens outside of the context of their roles as teachers.

Historically, public schools have been governed democratically via the roles and responsibilities given to elected school boards. While, to varying degrees, authority has been given to appointed and hired professional educators to make decisions concerning the operation of schools. The extent to which teachers, parents, students and individual community members have a voice in decision-making varies as well. No matter how decisions are made, students can learn about democracy through the ways that decisions are made in their schools.

The fact that schools play important roles within the life of local communities, and that they are, to varying degrees, democratic institutions can serve as key elements within students' educational experiences. These external and internal organizational realities help to shape the core values inherent in students' educational experiences-- namely, a school's curriculum. Berman cites studies that have concluded that structured civic education curriculum designed to teach civics to students didactically is not effective in imparting a sense of social responsibility in students. He goes on to conclude that when it comes to civic education, it is less important *what* students are taught than *how* they are taught.

According to many of those who believe that the aims of education should be devoted to the preservation of democratic processes, the prevailing educational culture found in most schools is based on a philosophy of scientific management in which hierarchy, linearity, and efficiency are stressed. Students learn how to follow direction, conform to norms, and compete with each other in order to succeed. This traditional pedagogy relies on didactic, authoritative learning methodologies in which the teacher is viewed as the "expert" with knowledge to impart to the students. It teaches students important fundamental lessons about their proper, passive roles in their education and by inference in society-at-large. These "closed" classroom environments fail to teach students much about democratic processes and how to function within them. Berman found:

A closed classroom climate is one where teachers use authoritarian classroom strategies, maintain singular control of the classroom and curriculum, and either avoid controversial topics or present limited perspectives on these conflicts. In his [Ehman 1980] extensive review of the political socialization literature, he found that open classroom climates promoted democratic values, enhanced efficacy, and encouraged participation while closed climates promoted authoritarian values and had a negative impact on efficacy and participation. Leming (1992, 148) found the same pattern in his review of the impact of contemporary issues curricula. He notes that 'curricula that involved peer interaction, most often through group discussion and activities where students were actively involved in the collective exploration of attitudes and values in an open and democratic atmosphere, were found to be consistently effective in producing attitudinal change.' (Berman 1997, 148)

John Dewey, Ivan Illich, bell hooks, Paulo Freire, and many others have all critiqued the authoritative, essentially anti-democratic mode of education that has become a pervasive mainstay of the modern educational system. These progressive educators have posited, in turn, alternative ways of understanding and practicing progressive pedagogy. Popular education, collaborative learning, problem-posing education, and many other alternative approaches to education draw upon the assumption that learners learn best when they take on a responsibility for their own learning. One such pedagogical approach that requires such a responsibility and seeks to link participatory forms of learning to life beyond the narrow confines of the classroom is "service-learning."

Across the state of Vermont, and indeed across the country, educational institutions are adopting practices designed to ground their educational mission in the life of their local communities. A study titled, "Service-Learning and Community Service in K-12 Public Schools," conducted by the National Center for Education Statistics found that "sixty-four percent of all public schools, including 83 percent of public high schools, had students participating in community service activities recognized by and/or arranged through the school," while, "thirty-two percent of all public schools organized service-learning as part of their curriculum, including nearly half of all high school." These "service-learning," "community-based learning," or "curriculum of place" activities are involving students, teachers, parents, and community members in jointly produced projects and programs that engage students in active learning situations that provide a benefit to the local community. When these approaches to learning and education are done well, they can help to prepare students to participate more fully in all facets of democratic life.

A number of terms are used to describe the strategies employed to link schools to local communities. A "curriculum of place" is a term used by the Annenberg Rural Challenge and others to describe a variety of projects, programs, and initiatives that seek to root a school's entire culture in the life of local communities. Curriculum of place encompasses the "latent curriculum" alluded to by Ehman and Berman, while the cultivation of links between community engagement and the formal curriculum taught in the school are not necessarily an objective.

A curriculum of place may involve the opening of school resources to the community, with facility spaces used for community events, social services offered at the school may be extended to local residents. For example, at Currier Memorial Elementary School in Danby, Vermont, educators are extending a warm and regular welcome to the members of greater communities of Danby and Mt. Tabor. The school's principal has been an enthusiastic supporter of the idea that in a rural area such as Danby, it is important for the school to find a myriad of ways to serve as the community's center. She believes that when this happens, both children and adults feel more connected and develop a deeper, richer sense of sharing the same community (e.g., the same sense of "place"). Each month, the students and staff host a luncheon for the community. Students greet the guests, help to serve the meal and sit with the community members at tables during lunch. More than eighty community members and grandparents attended this year's November luncheon feast. An initiative which is receiving rave reviews in the community is the new "Currier Bulletin." This is a monthly newspaper, written by students with the support of the school's principal. It features school and community news and dates. The "Bulletin" is mailed to every household in the two towns. These are towns that do not have a local newspaper, and feedback to the principal from members of the community has been very positive. Currier students get a chance to interact with members of a different generation and come to understand how their school plays a functional role in the life of the community.

A curriculum of place may also encompass direct ties between local communities and the social studies or science curriculum. Student may learn about their local communities through oral history projects, photographic retrospectives, and studies of the natural environment. These project may or may not involve students in proving a direct benefit to their communities. Oral history projects or photographic retrospectives may be shared with local community members, enriching the historical and cultural life of the community.

A particular form of curriculum of place that has received growing attention in recent years is "service-learning." "Service-learning is a set of pedagogical practices that attempts to synthesize and connect community service experiences to specific spheres of knowledge for the dual purposes of mastering that knowledge and developing

citizen skills that support one's active participation in democratic processes." The Community Trust Act of 1993 defines service-learning as:

a method whereby students learn and develop through active participation in thoughtfully organized service that is conducted in and meets the needs of the community;

coordinated with an elementary school, secondary school, institutions for higher learning, or community service program and the community;

helps foster civic responsibility;

integrated into and enhances the academic curriculum of the students, or the education components of the community service program in which the participants are enrolled; and

provides structured time for students or participants to reflect on the service-learning.

A service-learning opportunity differs from "community service" in that participants "reflect" on the nature of what they have experienced while being engaged with the community. In most cases, this reflection encompasses a connection that the students are making between what they are learning in the classroom to aspects of community life. In Vermont, teachers are making explicit links between service-learning and the new Vermont Framework of Standards.

The Social Climate of the School: High-quality school climate is advantageous for all students and may be particularly beneficial for at-risk students. Whereas some schools feel friendly, inviting, and supportive, others feel exclusionary, unwelcoming, and even unsafe. The feelings and attitudes that are elicited by a school's environment are referred to as school climate. Although it is difficult to provide a concise definition for school climate, most researchers agree that it is a multidimensional construct that includes physical, social, and academic dimensions. The physical dimension includes: z Appearance of the school building and its classrooms; z School size and ratio of students to teachers in the classroom; z Order and organization of classrooms in the school; z Availability of resources; and z Safety and comfort. The social dimension

includes: z Quality of interpersonal relationships between and among students, teachers, and staff; z Equitable and fair treatment of students by teachers and staff; z Degree of competition and social comparison between students; and z Degree to which students, teachers, and staff contribute to decision-making at the school. The academic dimension includes: z Quality of instruction; z Teacher expectations for student achievement; and z Monitoring student progress and promptly reporting results to students and parents.

Rating School Climate How students, teachers, and staff feel about their school climate underlies individual attitudes, behaviors, and group norms. Schools that feel safe, for instance, foster high-quality relationships among students and teachers while decreasing the probability of violence. However, it is important to note that the climate of a school is not necessarily experienced in the same way by all of its members. Rather, there is variability in individual perceptions of a school's climate, and researchers propose that it is the subjective perception of the environment that influences individual student outcomes. Thus, if a student feels that a teacher does not care about her, this perception will impact the student's behavior in the classroom. Moreover, individual characteristics may impact these perceptions so that students who are aggressive may perceive their school climate more negatively than those who are not. Because of the importance of individual perceptions, schools often assess how students feel about their school. A number of assessment instruments are available for examining student perceptions of school climate, including the Elementary and Middle School Climate Survey (Haynes, Emmons, & Comer, 1993), the Quality of School Life Scale (Epstein & McPartland, 1976), and the Elementary School Environment Scale (Sinclair, 1970). Schools may use these instruments as-is, but may also modify them to create their own. No instrument assesses every aspect of school climate. Nonetheless, findings from such surveys provide a glimpse into how students feel about certain dimensions of the school's climate and allow school personnel to take the initial steps to improving their quality.

NAESP : What Is School Climate? Page 1 of 3 Impact on Student Behavioral and Emotional Problems A great deal of research shows that student perceptions of school climate affect academic motivation and achievement. Increasingly, research is showing that perceptions of school climate also influence student behavioral and emotional problems. Behavioral problems are characterized by acting-out behaviors such as fighting, lying, and cheating. Unlike behavioral problems, which tend to be external and observable, emotional problems

are more difficult to identify because of their internal nature, but include anxiety, sadness, loneliness, hopelessness, and worthlessness. In addition to being directly predictive of their outcomes, student perceptions of the school's climate may offset or counteract the negative impact of risk factors that elevate the probability of behavioral and emotional problems. For instance, research has shown that student perceptions of a high-quality school climate offset the negative effects of a difficult temperament, self-criticism, and low levels of self-efficacy. Such findings indicate that although a perceived high-quality school climate is advantageous for all students, it may be particularly beneficial for students at-risk for negative outcomes.

How Does School Climate Affect Student Outcomes? Knowing that students' perceptions of school climate are related to their behavioral and emotional problems is important, but understanding the processes or mechanisms that underlie this relationship is critical to developing effective interventions to improve school climate. One of the mechanisms that may explain how school climate affects individual outcomes is school connectedness. School connectedness is defined as student perceptions of belonging and closeness with others at the school. Some researchers consider school connectedness a component of school climate, but others suggest that it is a factor that intervenes between school climate and student outcomes to explain their relationship. According to the latter perspective, high-quality school climates cultivate a connection to the school and in this way protect youths from negative outcomes. That is, quality of school climate impacts student feelings of connectedness to the school and, in turn, the level of connectedness is directly predictive of how students behave and feel. Empirical research supports this perspective and shows that school connectedness explains or accounts for the school climate effects. Given that student perceptions of the school climate may counteract certain risk factors, understanding how students feel about their school is an important first step in decreasing the probability of negative student outcomes. However, given the numerous components that comprise school climate and the prohibitive nature of assessing the perceptions of each one, research indicates that interventions focused on increasing students' sense of connectedness or belonging to the school may be an effective means of decreasing behavioral and emotional problems. How can school personnel increase students' sense of belonging? Various ideas have been proposed, including z Increasing school safety and improving interpersonal relationships by adopting violence-prevention and conflict-resolution

programs; z Increasing student, teacher, and staff acceptance of diversity; z Treating students with care, fairness, and consistency; z Promoting student decision-making skills, individual and civic responsibility, and commitment to the larger school community; and z Decreasing the emphasis on student competition. Improving students' perceptions of school connectedness will not occur overnight and likely will require an extended period of time. But concerted effort can result in improved student behavioral and emotional functioning and, in turn, increased academic motivation and achievement.

Role of the Teacher in School Climate:- The role of the Teacher in school climate are discussed in following points:-

- Inform and educate the School Board and ensure the development of a shared vision and commitment of this vision and its link with students' development academic success.
- Support the coordination and integration of school climate and comprehensive learning supports systems within district- and school-level improvement efforts.
- Promote the integration of social, emotional and civic learning into existing curriculum as well as civic engagement through service-learning and other practices.
- Support school climate assessment using valid and reliable tools that directly contribute to strategies and resources that are integrated into school improvement plans.
- Encourage and support family and community partnerships to contribute to a enrich positive school climates.
- Promote professional development opportunities that educate and facilitate school climate reform and the delivery of effective learning supports.
- Provide adequate and protected resources to ensure that school climate is an essential component of the school accountability system the vision can be achieved.

- Provide ongoing forums (e.g., principal meetings) for discussion with district and school staff to review progress, challenges and solutions, and improvements.

- Provide support to ensure effective implementation and sustainability of the school climate improvement process in schools.

Principals: Administrators: agree to support the vision for promoting positive school climates and the social and emotional health of all students in the following ways:

- Provide leadership and ensures access to adequate resources to explicitly and systematically promote positive school climate and to provide comprehensive and coordinated learning supports for all students.

- Ensure that the School Leadership Team is engaged in the school climate reform process which includes building support and fostering ownership for the improvement process from all stakeholders; assessing the perceptions of staff, students, and families; setting priorities based upon needs; and incorporating specific evidenced-based practices and programs to address those needs within the school improvement plan.

- Encourage professional development for all staff related to improving school climate and addressing students' barriers to learning.

- Support teachers' active engagement in school climate improvement efforts and the delivery of evidence-based practices and programs to support the healthy development of students' social and emotional health.

- Share successes and lessons learned with other principals and district leaders.

- Incorporate school climate and learning support topics in school-wide in-services.

- Encourage the active engagement of families and community agencies in addressing the social and emotional health of all students.

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