

## RC: 05 Education and Society

**NOTE: ALL THOSE WHO HAVE NOT PAID ISS MEMBERSHIP, RC MEMBERSHIP SHOULD SO IMMEDIATELY (Last Date 20 December 2016)**

### Abstracts Selected

**1. Author: Professor Chandrika Raval, Professor of Sociology, Gujarat University, Ahemdabad**

**Title: Opinions of Patidar and Other Backward Class Youth Regarding Reservation Policy- A Sociological Study**

**Abstract:** Indian Society is stratified by caste and class. The Government of India takes affirmative action through positive discrimination policies in employment and education, popularly known as the reservation policy. Reservation policies have always been a matter of debate. The quota for Scheduled Caste, Schedules Tribe and Other Backward Classes (OBC) or socially and Economically Backward Class (SEBC) is not formed homogeneous but it was list of groups to be decided by the center or the states. Recently some communities demanded that their caste as considered as a SEBC for the reservation. The Patel or Patidar in Gujarat who started movement which called 'Patidar Anamat Andolan' for the reservation in education as well as employment. This issue is being discussed and debated among other caste, politicians, media, students and various social media. The student of department of sociology did a survey under my guidance regarding opinions of Patidar and Other Backward Class Youth Regarding Reservation Policy. This is an empirical survey of students of Gujarat University situated in Ahmedabad city. Main objectives are to know the socio-economic profile of students, analyze the opinion on the reservation and Anamat Andolan between SEBC and Patidar students and to understand the causes of Anamat Andolan for Patidar and its impact. The study selected purposive sample of 570 respondents, equal number of Male (285) Female (285). Patidar (285) SEBC (285) Questionnaire is a tool of data collection. Sociological Concept and theories- The concept of reservation, dominant caste, social movement, and caste etc concept are used in the study. The social stratification theory is used in this study. This study expressed the views and experience about reservation in SEBC. It also shows causes of Patidar Anamat Andolan and its impact on their community. The study shows the strength of social networking in Patidar social movement. This study provides a platform to understand the mindset of youth about Patidar Anamat Andolan and reservation for SEBC.

**2. Author: Dr. Aditya Raj and Dr. Papia Raj, IIT Patna**

**Title: Health Education: Need of the Hour**

**Abstract:** The paper for the presentation aims at comprehending the public health challenges and delineates the importance of health education for Indian society. In particular, we contextualize the changing social reality of our country where, for instance, lifestyle patterns, and relatively deprived situation is augmented by lack of awareness about preventive healthcare. We vouch for an enhanced focus on health education measures aimed at bringing desired behavioural changes in the everyday experiences of our people. We believe that our social institutions have the required role to play. Promotion of health education will help our

society in leading healthy lifestyles and in turn be useful for our country, in particular, and the world, in general.

**3. Author: Dr. Naresh Kumar, Assistant Professor, Department of Educational Policy, National University of Educational Planning and Administration**

**Title: Looking Beyond of Liberalization Marginalized and Private Schools in India**

**Abstract:** The paper took an untraditional strand for explaining the proliferation of private schools in India. It locates the proliferation discourse into the educational growth trajectory of the marginalized. Contradicting the LPG (liberalization, privatization and globalization) paradigm which often has been used to understand the private expansion in school education, the paper compliment the debate by pointing out the strong aspiration of the marginalized who prefer private over government school. As against LPG, the stage was set long back and liberalization policy of 1990s only catalyzed the process. Since 1990s, most of the historically marginalized preferred private schools and more advances could be seen with the mandatory RtE provision of reserving 25 per cent seats for marginalized in every private school. While mapping growth trends of private schools and enrolment, the paper argued that private expansion is not a new phenomenon rather inclusion in the private schooling is something new. Fetching huge number of the marginalized children in to the private schooling is something unseen and transformative. A phenomenon which has brought unparallel change in the educational history of India, the poor household's aspiration to enrol child in private school and consequent mushrooming of low budget private schools has changed the educational landscape and became possible area of research for the scholars to understand the subtle transformation of the whole educational system has undergone.

**4. Author: Abhay Dubey, Research Scholar, Department of Sociology, BHU**

**Title: The Relevance of Elementary Schooling for Urban Poor**

**Abstract:** The present paper is an attempt to explore the issues related with urban poor children's participation in elementary school in Varanasi sub-urban area, UP. This paper will give us direction to locate the problems related with student enrolment and their perception towards schooling. Apart from it, the present paper would also be focusing on socio-economic and cultural aspects of children participation in schooling. Socio-cultural backgrounds of children no doubt play an important role in understanding about schooling and education. The state emphasis on providing free and compulsory education to all children below the age of 14 years and designed the policies and programmes to ensure the universal elementary education. But, in reality, diversities in the social, economic and cultural backgrounds of children and institutional norms and practices within an increasingly stratified school system make the formal learning context extremely complex and an important area of sociological consideration. What are the issues that frame Universal Elementary Education in urban areas? The deprived children in urban areas are largely synonymous with homeless and street children and most of those are first generation school goer. Hence, the present paper is all about discussing the nuances of socio-cultural complexities engendered from deprivation, the children face in urban area.

**5. Author: Dr Nagaraju G. Associate Professor of Sociology, University of Hyderabad.**

**Title: Forms of Capital and Patterns of Access: Mapping the Aspirations and Experiences of Dalit Students in Elite University in South India**

**Abstract:** Modern institutions in general and educational institutions in particular played a critical role in shaping modern aspirations and approach to the understanding of new means of mobility in post independent India. This paper broadly addresses the following objectives. First, what is the caste, class and gender background of Dalit students who aspire for studies in central universities in India? Second, what are the aspirations and experiences of Dalit students on diverse branches of knowledge systems in University? This is an empirical study used both on quantitative and qualitative techniques of data collection and analysis. The rural-urban background, educational history of dalit student's families, occupational and employment patterns of parents and its impact on the selection of courses of study have been examined by using a cross table analysis model. The findings of the study shows that Dalit student enrolled in the university are divided on the basis of their exposure to modern education and employment opportunities. What is the meaning of social mobility for dalits across the castes, classes and gender? The study reveals that one third of dalit student are first generation learners, whereas majority falls under second/third generation and few (15%) hails from fourth generation category. One could also see a positive relationship between gender and generations. Most of the Dalit women are either from second or third generation whereas majority of Dalit man belong to the first generation background. The study found there is a positive and negative relationship between gender and generation and class and choice of courses. Most of the first generation dalit man are enrolled in humanities and social sciences (HSS) courses and around 25% enrolled in science streams, whereas second generation dalit woman students preferred to study HSS when compared to the techno-science courses. A critical reading of inspirational trajectories and the academic and socio-cultural experiences on the university campus reveals that students shared wide ranges of experiences in negotiating with modern education in an elite university. The employment is the major goal of first generation learners, whereas the second generation dalit students look at the university education not merely as an academic space for job rather a means to acquire cultural capital, strengthen social capital and acquire symbolic capital. Thus the study argues the dalit students aspiring for modern university hails from diverse social background. The first generation students are deprived of any form of capital whereas the second and third generation student entered with diverse form of capital and accumulate and consolidate it further. Thus, though modern education elevated the position of dalits and led to the formation of middle class in post- Independent India. Study found that the patterns of aspirations and negotiation with diverse forms of academic spaces are conditioned by the patterns of social and symbolic capital the dalits either inherit or acquire.

**6. Author: Dr Nirmali Goswami, Assistant Professor of Sociology, Tezpur University**

**Title: State, Market and Community Agenda of Education: Expansion of School Market in Assam**

**Abstract:** In the wake of liberalisation of economy, school market in India has seen a new phase of expansion where the idea of private (for-profit) schools is no longer confined to the

middle-class and upper-middle class sections of society. The findings of Public Report on Basic Education (PROBE, 2006) suggest the expansion of commercial private schools in rural areas among lower income groups of society. Other surveys have presented similar concerns about the quality of education in government managed schools. It is in this context that low-cost private schools are promoted within neo-liberal discourse of education as the much needed intervention for quality schooling the urban and the rural poor. However, such a perspective ignores the class, caste and gender norms which influence the schooling decisions made at family level in India. Besides, a realistic assessment of expansion of school market also needs to take into account the regional variations in India in terms of school market expansion.

In this paper the regional specificity of school market expansion in Assam has been explored. The study is set in a multi-ethnic village of Assam and is based on interviews conducted with upper-primary level students and their family members who are in the process of making a choice of high schools. It is argued that schools are not chosen on the basis of simple binaries of public and private schools as representing low and high quality of education. Findings suggest that gendered norms of class and community shape the educational decision making at family level in an ethnically plural setting.

**7. Author: Navapura Bhuyan, Research Scholar, Department of Sociology, Tezpur University**

**Title: Reproduction of Nationalist Feeling through Schooling: A study of Nationalism and Sub – nationalism**

**Abstract:** School is the primary institution in the life of an individual, which shapes one's orientation for future endeavour. It is the arena for the production, reproduction and at the same time normalisation of specific set of values, norms and ideals. These reproductions of values are however based on the basis of power. The control of knowledge basically lies on the hands of the state. The school serves as the prime ideological apparatus of the state. This paper here will focus on how the ideals of the state are manifested through the school procedures – rituals and processes. However while looking at the context of Assam; the focus will shift to the negotiation, and formation of national and sub – national sentiments through schooling among the students. This paper will look at the way students imagine the idea of the citizen when it comes to the conflict between nationalism and regionalism.

**8. Author: Bishnu Pratap Mishra, Research Scholar, Department of Sociology, Banaras Hindu University, Varanasi**

**Title: Traditions and Innovations in Language Pedagogy: A Fieldwork Reflection**

**Abstract:** This is a reflective paper based on an ethnographic fieldwork done at a school in the Alwar district, Rajasthan. The school is run by an NGO which is dedicated in the field of education and based in the Jaipur. This school is designed as a community – participation school in which communities from where the students come to the school are equal stakeholder. This fieldwork is part of doctoral work being carried by the researcher at a university. The main aim of present paper is to share some of the findings of the data collection. The present paper would be focusing on analyzing traditional as well as some

innovative methods of language pedagogy in the school. This school relies on the constructivist methods of pedagogy and therefore finds much scope for introduction of innovative methods of language learning. At the same time, issues of competence and performance would also be discussed which may provide us to locate the issue of language learning in the wider context. Hence, the present paper would be helpful to understand the mechanisms and challenges of language learning at a community-participation school.

**9. Author: Aditi Bapte, Dayalbagh Educational Institute, Dayalbagh, Agra**

**Title: Equity and Equality: Rethinking the Sociological Perspective on Learning Disabled in India**

**Abstract:** Rogoff and Chavajay (1995) emphasized that “*the intellectual development of children is inherently involved with participation in socio-cultural activities*”. The recent researches showcase a substantial part of the learners comprise of the students with Learning Disabilities in India. Learning disability refers to a significant deficit in learning due to a person’s inability to interpret what is seen and heard, or to link information from different parts of the brain. LDs are usually seen as children with individualistic differences in cognitive abilities but what about their equity or equality in the sociological perspective? LDs face problems in acquiring knowledge and many suffer from low self-esteem, set low expectations, etc. with greater frequency than their non-LD peers. Thus this paper highlights that from the Sociological perspectives it is impossible to separate the learning competencies and problems of individual children from the contexts in which they live and function and aims to bring about a sociological approach for better understanding the LDs for they indeed are a biological organism participating in a social reality.

**10. Author: Anshu Singh, Research Scholar, Delhi School of Economics**

**Title: Schooling of Muslims in India: The Context of Politics and Caste**

**Abstract:** This paper is about the experiences of Muslim students in educational institutions of Delhi. Muslims are reported to be one of the most backward sections in the context of their economical, educational achievements and standard of living, of the whole population in India. Social identity is the main focus of this research piece which is analyzed in context of Muslims in schools of Delhi. As a foremost argument the paper implies that the experiences of violence or any conflict situation, if not targeting and harming directly, are different for people that we assume to be a part of a single community. The identity is then sought as a motivating factor for people to come together to assert the apprehension on the behalf of people belonging to the religious group. The declaration for loyalty to a religious group, after a conflict situation, is basically an adherence to politically motivated causes of a small population, I say economically and politically elite, of a religious group.

Paper firsts brings out the theoretical deliberation upon identity formation in a religious society. Role of schools in the construction of Identity is discussed after that. As the paper focus on the Muslims in India, a small section is dedicated to the Islam as a global discourse after which Muslim Identity is discussed with in the specific context of India. Third section is discussion of the field work then. Last two sections of the paper are discussion of the field work along with the theoretical underpinnings and conclusion.

**11. Author: C. Balaji, Ph.D. Resaerch Scholar, Department of Sociology, Pondicherry University**

**Title: Primary Education and Marginalised Groups: A Study among the Narikurava Community in Puducherry**

**Abstract:** The right to education is universal and does not allow any form of exclusion or discrimination. However, India face challenges in guaranteeing equal opportunities to all in accessing education and within education systems. Marginalised groups are often left behind by national educational policies, denying many people their right to education. Without a quality primary education, which is inclusive and equitable, children are at greater risk of poverty, stigmatisation and violence. For children who are marginalised, access to quality education can mean the difference between a lifetime of exclusion or becoming an active member of society. It opens up the opportunity of fair and equal access to decent jobs, living wages, and sustainable and healthy livelihoods. Many scholars strongly believes that securing quality education for all children, particularly for those who are the most vulnerable and marginalised, is essential for eradicating poverty.

Narikurava community is highly marginalized group in Puducherry. The main occupation of the people who originally belong to the indigenous tribes, is hunting. But as they were prohibited entry into the forests to pursue this livelihood, they were forced to take up other alternatives such as selling beaded ornaments to survive. Hence, they migrate from place to place to find a market for their beads. They live across five villages of Puducherry such as Lawspet, Karuvadikuppam, Karaikal, Villianur and Madagadipet.

The present study is aimed at assessing the attitude of Narikurava community parents towards the education and schooling of their children and also the challenges faced by their children.

**12. Author: Dipti Ranjan Malik, Odisha**

**Title: Educational Mobility among Urban Deprived Groups in Odisha**

**Abstract:** Inability to universalize primary education is considered to be India's most important area of concern. Thousands of children in the slums of Bhubaneswar, who live uncared, under nourished since birth are denied a piece of bread every day. Education and health facilities are dreams of slum children. They are the children whom everyone tries to forget or ignore. They are the children whom nobody protects, and nobody comforts. Slum children are involved in either wage earning outdoor or working at home. Distrust in the society frequently makes them gang leaders on the street, alcoholics, drug addict, narcotic peddler or portion of harmful gangs even if they do not need to be so. Employers abuse them when they are young, they neither have negotiating capability nor do they have any support arrangement. Parents are often uneducated, unaware and no direction is given to the children. Appreciating the growing and allegedly hazardous challenges tackled by the children of the slums and those who live on the street is crucial.

**13. Author: Dr. A.D. Chauhan, Associate Professor, Department of Sociology, Vidyabharti College, Amravati**

**Title: Role of Education and Structure of Indian Society**

**Abstract:** Education is the most effective and powerful tool for holistic and overall development of society. Dr. Babasaheb Ambedkar had mainly focused on education for the holistic development of society. The current strategy of education in India is needed to study in the view of Indian social structure and construction of society. Indian society is a caste based society. Various strata show the existing utility of education in the society and family as well. In the age of globalization, Indian society structure and construction should be favourable and adjustable for acceptance and assimilation of education in the society. One educated person in family can enhance the entire family and enhance the economical status. Therefore education should reach to lower strata in society. Elimination of various obstacles and problems in the education is resulted into the development of Indian social structure and construction. Indian culture is unique in the world. Indian culture is directly assimilates and dissolved in each and every sphere of life. Therefore culture also can play immense role to carry forward education regarding to the Indian society. There is a need to construct the ideological bridge between old and current educational systems for expected and ideal social structure in India. Through this article, the focus has been given on education based social structure and developmental strategy for the development of Indian society.

**14. Author: Dr. Anjana Nayak, Lecturer in Sociology, Neelashaila Mahavidyalaya, Jagda, Rourkela, Odisha**

**Title: Educational Status of Santal Children in an Urban Setting: A Study of Rourkela Steel City**

**Abstract:** Most Santal population of Rourkela are descendants of the migrants from the drought prone, backward tribal and rural areas of Mayurbhanj, Keonjhar and Singhbhum districts during the formative years of the city. For the early migrants the life at Rourkela was different from what they were familiar with. Exposure to urban industrial situation induced the migrants to strike a balance between traditional and social norms, bringing in changes in their occupation, food habits, language, dress pattern and above all, attitude towards modern political and economic institutions and the need of modern formal education. Based upon data collected through structured questionnaire and focus group discussion supplemented by information from schools, colleges and community welfare department of the municipality; the paper describes the status of the community in terms of literacy and education of their youth and children.

**15. Author: Dr. Anuradha Khade, Assistant Professor of Sociology, Late Nirdhan Waghoye College, Lakhani, Bhandara, Maharashtra**

**Title: Role of Higher Education in the Age of Globalization**

**Abstract:** The Higher education is key and way of development in the age of globalization but higher education is facing many problems in current scenario. For the expected strategy of higher education, there is a need of faculty improvement, skill based professional education. Research and development can be utilized for maintaining the quality higher education. Higher education should be stringent and capable for accept the challenges of new global era. Science and technology also be merged in higher education for coping the hurdles in learning process. For the future perspectives, expected changes and modification also required in the higher education. Social and politically also government should prompt the

higher education policy. Also there is a need of maintaining the collaboration between higher education and sustainable development. Effective communication, environment suitability and sort out the problems in higher education are fruitful for concrete base of education system. In this paper, the strategy of higher education in global current scenario has been included in detail. Future changes and efforts also covered with suitable clarification.

**16. Author: Anil Sharma, Research Scholar, Department of Sociology, University of Jammu**

**Title: Social Milieu of Teacher and Its impact on Schooling: A Sociological Study**

**Abstract:** In the process of schooling the most crucial role, among different position, is of teachers'. Be it as gate keeper of education and social resources, the promoter of school values and the distributor of cultural capital. In this process they sometimes act as rule-maker, as the carriers of societal values, as the mediators of societal contradictions, as reality definers and managers in the classroom life. Teachers occupy the point where the various paths taken in sociology of education converge. Teachers while teaching unconsciously bring into play the value of the milieu from which they come or to which they belong. The paper will try to explore the various ideological and cultural orientations which mediate the practices of one of the important group of social actors - 'teachers' while doing his/her job in the school.

**17. Authors: John Peter V and Midhila Krishnan, Research Scholars, Queen Mary's College, Chennai**

**Title: A Cross Sectional Study on Social Capital and Academic Performance of Girls Students at Women Government Arts Colleges in Chennai**

**Abstract:** Education is an instrument for the development of backward caste and class family's children. The students belong to lower strata families were having very low socioeconomic status, poor literacy rate, restricted bonding, building, bridging relationship and lack of acceptance from the higher social structure of the society. The government had taken several measures for the welfare and upliftment of children from downtrodden families like compulsory education up to 10<sup>th</sup> standard, technical training, scholarship for the backward students, reservation in higher education as such many opportunity has been granted to them so in this regard the research was focused to determine the relationship of social capital in academic performance of the students. The aim of the study is to understand the importance social capital in academic performance of girl students studying at Women's Government Arts Colleges in Chennai. The objective of the study is to analyse the relationship of social capital in academic performance of girl students studying at Women's Government Arts Colleges in Chennai

A cross sectional study was conducted among the final year UG and PG students in the women Government Arts colleges in Chennai city. Multistage sampling method was selected to identify the respondents from the each class rooms and census survey was conducted from the 130 respondents in the campus. The tools used for the study was Kuppuswamy scale (socioeconomic status), Modified version of Bullen & Onyx measurement of social capital scale and semi – structured questionnaire for the assessment of academic performance of the students. It was found that girl students studying in the Women Government Arts College are



having the very low socioeconomic status with average and poor social capital. The girl students in women Government Arts colleges need to establish high social capital in order to enhance the socioeconomic status and academic performance. This will help the girl students to achieve the carrier development, academic performance and job opportunities in the future.

**18. Author: Zargis Hossian, Research Scholar, Department of Sociology, AMU**

**Title: Education and Empowerment among Muslim Women in West Bengal**

**Abstract:** The education system prepares the citizens to acquire essential knowledge and skill for meaningful contributions in the society. Education, being one of the important indicators of societal-development, therefore, Right to Education (RTE) has become a part of fundamental right mentioned in Article 21A, of the constitution of India. While, increasing inequality in educational system has resulted violation of the right to education among Muslim women. Muslims constitutes one-fourth of the total population of West Bengal. Many studies have been seen that the Muslims with especial reference to the women in West Bengal are lagged behind in access to education due to confined within traditional gender roles that have been in place for generations, deep ties with culture, and religion in the region. As per 2011 census the literacy rates of male and female among the Muslims 72.5% and 64.8% respectively. The main objective of this study attempts to analyze the educational status of Muslim women and how they empower in different sphere with concerning gender stereotype, religion, culture, and tradition through education across the state of West Bengal. The paper is based on facts gathered through secondary sources of data with the help of numerous relevant published literatures and reports like Sachchar Committee Report, ASER, Census Report 2011, and GoWB report. The paper identifies the problems of Muslim women's education in West Bengal and further addresses the fruitful suggestion for their empowerment.

**19. Author: Ramjit Kumar, Research Scholars, IIT, Patna**

**Title: Theorising Science and Pedagogy in Difficult Times**

**Abstract:** A remarkable degree of consensus can be found among education policy makers in India on the aims and goals of Indian science education to forge scientific temper, scientific rationality, problem solving and applying methods of science. It was understood that spirit of science would help to bring personal virtues, democratic citizenship and societal well beings. However, in post-independent India a lot of time and energy has been spent on the formulation of Nehruvian paradigm but the contribution of science education in eradicating superstition, ill reasoning, and social ills is still far from visible. In recent decades educators have started to question the transformative and emancipator role of learning science. The critics say learner may be able to grasp the content of the subject matter but they are unable to translate the knowledge into practice in real life situations. Building on the works of Haydock (2011) authors argues, this is happening, because we don't understand science in totality, so, in classroom situation enough attention is not being paid to comprehensive understanding of the notions and principles of science and infuse science thinking.

**20. Author: Dr. Nabarun Purkyastha and Bhushita Sharma, Department of Sociology, University of Science & Technology, Meghalaya**

**Title: Linking Education and Economic Condition: A Case Study of Barakling Village in Rhi-Bhoi District of Meghalaya**

**Abstract:** Education is an essential component for overall development of any society. It not only gives knowledge but also act as an agent to make an individual capable to participate in social, economic and political activities. The study is an attempt to analyze the educational status of Barakling Villagers in Ri-Bhoi District of Meghalaya. Data reflect that the social structure of the villagers is lagging behind by all the aspects of their life due to poverty and illiteracy. Genesis of their poor geo-political, socio-economic vis-a-vis educational condition is social discrimination throughout generations. This paper highlights Socio-economic backwardness of Barakling Villagers which reflects their poor educational condition.

**21. Author: Dr. Rana Sunil Kumar Singh, Associate Professor of Sociology, Ramesh Jha Mahila College, Saharsa, Bihar**

**Title: Girl Students of English Medium Schools: A New Vehicle of Social Change**

**Abstract:** In our contemporary society, education is widely considered as the most powerful tool of vertical social progress. We all know that Indian society is very complex and personality of any Indian individual is sum total of its rich history, religious tradition, culture, geography, varied climatic conditions, languages, caste system, fading joint family & disintegrating nuclear family system, impact of inter & intra migration etc. Theoretically, true education is considered as the most potent factor of vertical growth. We tried in this paper to enquire whether mushrooming of private English medium schools in every nook & corner of our country, is it really providing better education platform to our girl child?

To ascertain the perspective of girls belonging to various socio-economic & cultural groups, both primary & secondary data has been used in the present study. For primary data, semi structural schedule, interview of target groups, questionnaire techniques were used. The present study seeks to evaluate equality & empowerment which is bed rock of human growth vis-à-vis girl's perspective & the results obtained in this process were amazing. The findings of the study indicate that there is need to examine the impact of modern system of girl's education at wider scale so that Indian society can be judicious for girl child.

**22. Author: Dr. Shailaja Dhruva, Associate Professor of Sociology, S.L.U Arts and H & P Thakore Commerce College for Women, Ahmedabad**

**Title: The Social Impact of Mobile Phones on Students**

**Abstract:** Science technology and society is a powerful instrument for globalization. Mobile phone is a technological tool that is a powerful means to change the social life of youth. The adoption of the mobile phone by young people has been a global phenomenon in recent years. It has changed lives in the entire world. Today, it is an integral part of youth's daily life. This study focuses on social impact of mobile phones on youth. A survey has been conducted for the purpose of studying the impact of mobile phones. 450 students were selected as a sample from different colleges of Ahmedabad. A questionnaire was handed out to college students of Ahmedabad who use mobile phones. This paper explores primary information from

respondents regarding the social impact of mobile phones i.e. functional and dysfunctional. This paper has three components (1) Introduction (2) Socio-economic background of the respondents (3) Social impact of mobile

**23. Author: Dr. Sanjay Dudhe, Taywada College of Arts, Commerce and Sciences, Kordi, Nagpur**

**Title: Value Based and Employment Oriented Education Strategy for the Development of Society**

**Abstract:** Education is a tool of holistic development of society. After independence Indian government became serious towards education and started the planning for promoting the education. There is a need of time to provide value education from childhood among the students. Various techniques, strategy and educational pedagogy should implement for enhance the status of education. Skills, habits, values and morality have to be including in educational curriculum activities. Youth empowerment development can provide the concrete support to every nation. Counselling, elimination of student's problems also needful for society development. This paper emphasis on the multiple role of teacher for inculcation the healthy habits among the students. It also indicates the right track of educational development.

The information about educational authorities and bodies will be providing in this article. The strategy, role, status and situation of education in current scenario also illustrate with suitable clarification. Role of parents, college and educational manager, parents, surroundings peer groups and neighbours will be discuss for maintaining expected speed of value based education. In the age of globalization, required professional and skill based education for the students is essential. Therefore such type of environment to be well established overall development of society.

**24. Author: Dr. Sarvendra Yadav Assistant Professor of Anthropology, Dr. Harisingh Gour Central University, Sagar, M.P.**

**Title: Effects of Socio-Economic Factors on Students' Choice of Discipline: A Study of Four Academic Institutions of North India**

**Abstract:** In the era of neo-liberal policies, choice of technical degree or liberal degree at the undergraduate level has become a matter of debate across the globe. Market forces are creating such environment which encourages certain forms of technical degrees only. Students enrolled in liberal arts and their choices are always subject to scrutiny. This paper, on the basis of 200 college students' interviews of north India, tries to analyze the inter relationship between socio-economic factors and choice of discipline by undergraduate students. Based on the empirical data, it thoroughly discusses how the choice of a particular degree i.e. technical degree or liberal degree is conditioned? How the different socio-economic factors, like age, gender, religion, caste, class, parents' and grandparents' education and intermediate college backgrounds shape the choice of a technical versus non-technical degree by a student? Simple logistic regression has been applied using step-wise forward regression to prepare different models. Major finding shows, choice of technical or liberal degree does not depend on parental education, occupations and family income against the standard notion which has always pointed out, i.e., parental education and occupations, and

family income are the key determinant variables in the choice-making of students' disciplines.

**25. Author: Dr. Shyam Khandare, Assistant Professor, Porwal College Kamptee, Nagpur**

**Title: Women Empowerment and Educational Status in India**

**Abstract:** Men and Women are the two wheels of family. Collaboration of both is help to reach in expected destination. Therefore women placed on always away from social, economical, cultural, religious and political situation. Rape, murder, sexual abuse, gender inequality domestic violence, divorce etc matter is very common about women in India. After independence, the steps have been picked up towards the development and enhance the status of women in India. Special women empowerment commission has been set up and it is working for upliftment of the women in all the strata of society.

For effective implementation of women empowerment there is no alternate to education. The status of women only can be developed on the basis of education. Therefore there is a need of time, to insert the special curriculum activities for women in educational field. For supporting the women empowerment, teachers, educational institutions NGO's and intellectual class have to be taken initiative and promote it in the society. Eradication of various problems and positive role towards women can boost the social, economical and political status of women. For holistic development of women, there is a need to provide and spread the information about facilities which are created by government.

**26. Author: Dr. Swati Girase, Assistant Professor, Dept of Geography, Mahatma Fule College, Amravati**

**Title: Role of Education and Social Development Policy in India**

**Abstract:** Education is a tool of development. After independence government of India has initiated various development policies through education. Education can also help for holistic and overall improvement of society. Educationally developed family become capable for the assimilation of new ideology. Unfortunately the situation of India is not up to the mark and it cause for creation of social problems. Demography and geography help to findings the loopholes and drawbacks in current educational system. For effective implementation of developmental policy there is a need to provide basic geographically social and region wise environmental related facilities across India. Some of the states in India are not supportive for the purpose of agriculture, industrialization and technology. That's why in developmental policy, there should be place to required thrust area. Favourable employment education policy can be effective on the basis of demographic and geographic factor of particular region. Such type of education should be providing from the ground level to higher level. Practical, skill base education only can effective for reaching the fruits of development to down level in the society. In this article, the main focus has been given on educational strategy and issues as well as obstacles in the developmental parts. The factor related to demography pull down the intention of developmental policy in India.

**27. Author: Dr. G. N. Nimbarte, Assistant Professor in Department of Humanities and SS, VNIT, Nagpur**

**Title: The Holistic Development of Rural Society in India through Education**

**Abstract:** India is a country of villages. India is well-known in the world due to rural society, rural culture and problems. Around 6 Lakhs villages are in India. Means 74% population live in rural society. In the age of globalization overall situation of Indian farmer is not up to the mark. Farmer suicides, poverty indebtedness, fragmentation of land etc are the main problems noticeable in rural society. The rural society development is a real development of India. After independence, lot of efforts has been initiated for rural development but expected success could not get by Indian farmers. Today various government schemes, plans, programs have been implementing by central as well as state government. Smart village is also one of the efforts in rural development strategy. Education policy should be implemented from all the levels for overall and holistic development of rural India.

There is a need of time to execute professional, non professional commercial, non commercial agricultural based education among the Indian farmers. Adult education, agriculture skill development programmes, crop cultivation method, education, knowledge, education related to science and technology can also improve the social economical familiar, economical status of farmers.

**28. Author: Gajendra Kadhav, Assistant Professor of Sociology, Mahatma Gandhi College, Armori**

**Title: Educational Problems and Development Strategy in India**

**Abstract:** Education and development are the two sides of same coin. Education reflects on development and upliftment in society. For the overall development, there are no alternates to education. Education only can develop the society as per the expectation. Developed, developmental and non developed countries are noticeable on the basis of education. Educationally developed countries are on the place in the rank of developed countries. India is just reaching towards the position of developmental country in the world. After independence, the real work has been started towards the society and nation development. Still in current scenario, the Indian educational system education to be gets to all strata in society. Even this is the policy of government. But education most of the time getting by only limited people. There is a need of time to pull down the intention of educational fraternity for overall and holistic development. To understand the various problems in education sector, elimination of obstacles and providence of basic amenities and facilities help enhance the status of education towards development in India.

**29. Author: Gayatri Jaiswal, Research Scholar, Department of Sociology, BHU**

**Title: Mapping Gender Identity from the Perspective of Socialization**

**Abstract:** Socialization theory concentrate on the more conscious and purposive efforts of especially adults to teach children socially defined, gender appropriate ways of thinking, feeling and acting. The Gender Socialization approach assumes that adult behaviours, attitudes, priorities, and choices are to be understood largely as direct expressions of internal conceptions of the self. To the extent that the adult generation successfully socializes children

to socially acceptable conceptions of gender, those children will mature into adults who will make choices consistent with their gendered self-identity. In this way, the gender system is replicated from one generation to the next. The present paper emphasizes on the process of socialization, there are many facets of gender discrimination in our society, the first and foremost is the family, then school and finally the society, which is a web of the gender bias. The norms, customs and traditions of the society made by the people just considered women to be the weaker sex. The status of women needs to be uplifted by the sensitizing people against gender.

**30. Author: Kasimang Moyong, Research Scholar, Department of Sociology, Tezpur University**

**Title: Education and Social Change: With Special Reference to Adi Tribe of Arunachal**

**Abstract:** Social Change is an ever present phenomenon which is a multidimensional and complex process, every society undergoes various types of changing phenomenon and accommodating itself to changing conditions irrespective of their compactness, structure and integrity and proceed towards generations by modification or alteration and replacing the old by the new ones for the betterment of human being and to achieved and enhance the quality of life. Like other societies, the Adi tribal society of Arunachal Pradesh which is one of the most populated majority tribe consisting of various sub tribes also witness the spurt of social change due to variety of factors. The Adi tribe having their own distinct socio-cultural system and distinctive social structure of their own seems to response to processes of social change quite differently compared to other communities. In this context the paper attempt to look into the prime active agent and colonial mandatory policy which transform the existing nature of the on-going system into a new pattern of system and gradually emerging towards a social class based society. However, it is on this background, this paper also attempts to emphasise how the administrators and anthropologists contextualized concept of tribe changes with time, space and period.

**31. Author: Manashi Mahi, Research Scholar, Sociology, BBAU University, Lucknow**

**Title: Elementary Education in Odisha and Factors of Poor Learning and Marginalisation**

**Abstract:** After seventy years of independence and despite dozens of welfare schemes, the educational conditions of marginal community students has not improved in India in general and Odisha in particular. They do not have access to quality education from primary and upper primary to higher education, because of factors such as widespread poverty with dismal picture of income and expenditure. The objective of the paper has twofold- it will focus on various factors of poor learning in elementary education and highlighted male-female gap in literacy, gross enrolment ratio, and dropout rates of Schedule caste, Schedule Tribes in comparison with general population in Odisha. The paper uses secondary data collected from the OPEPA, DIES, SSA, NUEPA, Census of India, Annual Reports of Ministry of Tribal welfare, Selected Educational Statistics, Department of Education in India. If RTE not implement completely till now at Odisha as well as whole over India due to many reasons for example the low funding of education when compared with the global average; a mismatch

between funds approved, infrastructure problem, insufficient teacher, lack of lady teacher, corruption, lack of proper management, actual funds available and spent; and inefficient, delayed and rushed expenditure. Then education is for all may be success in practically.

**32. Author: Monjita Basumatary, Gogamukh, Dhemaji**

**Title: Link between Education and Society**

**Abstract:** Education is the backbone and instrument of all round development of society. It eradicate poverty, unemployment, superstitions, parochial nature and create creativity, self-confidence, knowledge, peace and brotherhood and make the life easier for social adaptation and recognition, enable to realize potential and qualities of human beings. On the other hand, well equipped and structured society is the mother of good education. Every educational institution whatever higher or lower is established in a society which affects the background of the educational institutions. This paper is made an attempt to review the link between Education and Society. Further this paper attempt to explain the role and importance of education in society and in turn the role of society in development of education. Education and society is part and parcel of our life. Whatever we learned and know is endowment of education. Education let to know about life and universe and show the path of society. Society give life to education, construct road to reach in education. It is a composite of different sections of religion and communal groups residing in a particular geographical area seek to achieve their diverse desire ends. So, present researchers of education and society emphasized the need of society in education so to enable people to meet their desire goal. But our present education system is not free from defects.

**33. Author: Nafisha Naaz, ICSSR Doctoral Fellow, Division of Sociology and Social Anthropology, A.N.Sinha Institute of Social Studies, Patna**

**Title: Status of Exclusion and Inclusion in Elementary Schools of Bihar: A Case Study of Patna District**

**Abstract:** Indian society is highly heterogeneous, unequal and diversified. The last fifty years have seen significant progress in the field of elementary education, in terms of improvement in overall literacy levels as well as addressing the problem of access to a significant degree .Education continues to be seen as the key instrument for bringing about equality and social justice. The poor educational achievement of the scheduled cast and scheduled tribe and of backward cast communities can be best understood in the context of deeply embedded caste and social hierarchies that are enacted and expressed in everyday social interactions of community, school and economic life. While the school system requires a more generous and efficient provision of facilities means for marginalized children it has been felt that there is need to develop pedagogic and classroom practices that aim at improving self esteem and identity of these children. Teachers, community leaders and administrators play an important role in trying to lead, influence and sustain this change.

The basic interaction among teacher-students relationship and students -student's relationship is believed to be the care of dynamics of shopping the mode of exclusion and inclusion in classroom scantier .It may be recalled that the caste system is one of the oldest surviving social hierarchies in the world.

**34. Author: Nalini Bansod, Research Scholar, Department of Sociology, RTM University, Nagpur**

**Title: Role of Higher Education in Social Economic Development**

**Abstract:** After primary education, the educational flow has been goes towards higher education. For holistic and quality educational development, there is a need of improvement in higher education. Relevant, effective and expected higher education is a key of employability. Skill based professional and commercial education system help to provide employment to youth and it is base of youth empowerment. For social mobility circulation and transformation of youth force country can be channelized by effective higher educational strategy. Government role, social and economical parameters boost the creativity in working culture. Human development, experience, also can be cause of nation development. Each profession can be move towards development only on the track of higher education.

This paper is based on research study and data relevant to own specialization. Overall study and observation has been covered in this paper. Particularly focus has been given on youth and their problems in current scenario. To make higher education youth centric is a key and way of development. Youth are backbone of country therefore overall development of youth is a main thrust area of this research paper.

Key words- efforts, education, channel, problems

**35. Author: Noorjahan Vattilthodi, Research Scholar, Department of Sociology, Aligarh Muslim University**

**Title: Is Privatization of Higher Education Widening the Gap between Rich and Poor?**

**Abstract:** A breakthrough in the modern history of Indian higher education is the introduction of privatization policy in the 19<sup>th</sup> century. In just over 10 years, private higher education institutions have been mushrooming. The rapid growth of privatization of higher education has generated both positive and negative opinion among the public. This paper joins the discussion by exploring how our education system is connected with the widening gap between rich and poor. The study employed the method of qualitative and quantitative analysis. Data was collected through interview schedule, case studies and observation method. The study was conducted among four private colleges of Kerala and the total sample is 80 students. The findings of the study clearly shows that privatization of higher education is one of the media which widens the gap between rich and poor, and the quality of higher education in Kerala is degrading day by day, so that the students are migrating to other states to get better quality education. So this study made an attempt to give some remedial measures as suggestions to overcome this growing problem.

**36. Author: Prof. J.C. Patel, Professor of Sociology, Gujarat University, Navrangpura, Ahmedabad**

**Title: The Culture of the School and Differentiation of the Educational Achievement- A Case Study of Gujarat (India)**

**Abstract:** Each school has a particular culture. This can be noticed in the comparison in the private and public schools, rural and urban schools, the schools in the tribal areas, residential



schools, the boys and girls schools, etc. culture is constituted of the norms, customs, traditions, rules of behaviour, attitudes etc. All these are reflected in the social life of the school. In society culture is transmitted without much change and refinement when in the school particular attention is given to transmit refined elements of culture. This is route through various means of socialization and the allotment of different strategies and roles to different students. The school is an important place for achievement. Students are accorded prizes, awards, Statuses and roles according to their scholarly attainment and achievement in the spots and extra-curricular activities. It teaches hierarchy and functions according to it. The behaviour of the teachers among themselves and their behaviour towards the headmaster serve as examples to the student about behaviour among equals and the behaviour towards the seniors. For this study I have choose 10 schools. Two private schools in urban, two government schools, two girl's schools, two residential schools, two rural and tribe schools.

**37. Author: Pujasree Chatterjee, Assistant Professor of Sociology, Vidyasagar University, West Bengal**

**Title: A Sociological Exploration of Work-Life Balance among Teaching Faculties**

**Abstract:** Universities and Institutes of higher education are under increasing pressure to respond to the new skills and demands generated by a rapidly changing and globalized market. The universities and higher education institutes are required to respond to the process of innovation and adapt their organization and pedagogies to cater to the needs of diversified groups of students. The key roles of autonomy within an institution are played by the faculties. Excellence of the institution depends on them. Faculties today are realizing that knowledge dissemination of the traditional pattern would not fetch them the competitive outcomes that they anticipate. All these are creating an impact on quality of work life that is mostly based on their personal work experience. Almost all faculty members teaching at different universities, in the course of their career, finds difficulty in achieving balance between academic and personal life irrespective of family status. In the absence of a clear boundary, academic work has often been all pervasive. Sometimes it affects family life, leisure time and other activities. However, academia provides the opportunity of a flexible schedule which can help to achieve the balance. In this paper, an attempt has been made to discuss the issue of balancing work and personal life among the teaching faculties in higher education institutions by reviewing relevant literatures from studies across the world and by highlighting the similar need to take up this issue in the Indian teaching scenario.

**38. Author: Rabiya Bazaz, Research Scholar, Department of Sociology, AMU, Aligarh**

**Title: Education, Skill and Employment: A Study on How to Make Education Productive and Inclusive in Kashmir**

**Abstract:** Education is recognized as crucial for socio-economic and political development. This rosy image of education is often criticized by Marxists. Indian social structure is characterized by sharp socio-economic and spatial disparities. These disparities also get reflected in the educational system. This paper intends: to analyze the magnitude and impact of educational unemployment in Kashmir; to identify the sectors with large employment generation potentials in Kashmir; and, to know how decentralization and vocationalisation of

curriculum can make education more productive for marginalized group of Kashmir. Methodologically, this paper has used analytical method. Information is collected from related literature and secondary data.

There is large section of student population in J&K who back off from education at some point, due to various socio-economic impediments. They remain deprived of decent job and the kind of education they receive often uproots them from their traditional occupation. There are 4.8 lakh educated youth who are seeking jobs, majority of job seekers are from higher secondary, high school and intermediary level. Kashmir is a conflict prone state and youth unemployment is making the situation even worse. For linking education with employment, there is a need to change educational design and practices. Kashmir art, tourism, agriculture can become employment growth engine for Kashmir. Besides general academic skills, school curriculum should also impart knowledge of these local sectors through introducing new courses, at an early level of schooling. This necessitates vocationalisation and decentralization of curriculum.

**39. Author: Dr. Birendra Narain Dubey, Associate Professor of Sociology, Babasaheb Bhimrao Ambedkar Central University, Lucknow**

**Title: Higher Education and Vulnerability among Students Enrolled under Self Finance Courses: A Study of Lucknow University**

**Abstract:** Socio-economic changes across the globe have augmented the demand of higher education but it has created vulnerability among students also. The present paper is based on two important research issues-one is related to different aspects of vulnerability in higher education under the self finance scheme and –two the way social class position and cultural resources are linked with vulnerability. A total of sixty young students (twenty each from Arts, Commerce and Science Disciplines) enrolled under self finance schemes at Post Graduate level of Lucknow University during 2013-14 and 2014-15 session, have been studied. Most of them were interviewed twice at different time intervals (in the beginning of session and at the end). This micro level study reveals that economic condition, academic performance and academic preferences at Graduation level severely influence students' choice for further education. Weak support from the academic system and lack of counselling emerged as strong determinants making students more vulnerable. Selection of self finance courses is also affected by the peer group and cultural capital. Existing socio- economic heterogeneity and different class positions are found not only as prominent determinants but have directly linkages with vulnerability in higher education.

**40. Author: Rituraj Sharma, Research Scholar, Sociology, Jawaharlal Nehru University**

**Title: Hurried Education: Decoding the Current Practices of Early Childhood Education through 'Playschools'**

**Abstract:** In order to revisit childhood studies in global times, the proposed work intends to look at the phenomena of 'playschool or pre-schools'. The heightened urgency of sending a young (02 years old) child to playschool; now has become a norm. By making 'playschool' as an entry point, the study would explore early-childhood experiences of young children who are living in an urban setting. The lowering of school-going age, downward expansion of

institutionalized setting for young children and the ‘perceived’ necessity of getting a child admitted to a playschool indirectly points out to the changes occurred post 1990s in our education sector and larger society. Through an ethnographic description of a Delhi based playschool, its day to day workings, conversation with parents, teachers; the study would try to uncover the factors that made these institutions ‘popular’ and easily acceptable by parents and larger society. Also, the study would explore the reasons that led parents to send their children to various formal settings be it playschool, or dance classes, for sports etc. right from a very early age. Earlier the initial exposure with a formal/institutional setting used to happen with nurseries when one turns up 04 years old. But now this age has lowered down. The amounts of expectations from children as young as 02 or 03 years old are increasing. This hurried educational exposure would be the focal point of the paper.

**41. Authors: Sahidul Islam, Research Scholar, Department of Sociology, Assam University, Silchar and Arup Bezbaruah, Research Scholar, Department of Centre for Inner Asian Studies (CIAS), JNU, New-Delhi**

**Title: Mid-Day Meal and Universalization of Primary Education- A Study in the Morigaon District of Assam**

**Abstract:** National Programme of Nutritional Support to Primary Education (Known as the Mid-Day Meal Scheme) was launched as a CSS (Centrally Sponsored Scheme) on 15th August 1995 in India. Cooked Mid-day Meal Programme started in Assam with effect from January, 2005. The Programme was expected to boost Universalization of Primary Education by .i) Increasing enrolment and regularity of attendance, ii) Reducing dropouts and sustaining retention and.iii) Improving children; level of learning and self-esteem impacting on nutrition of students. The Programme originally covered children of Government and Provincialised Primary Schools in Assam and late on it has been extended to cover Govt. aided schools EGS (education guarantee scheme) and AIE (Alternative & Innovative Education) centers. The Programme of Mid-Day Meal covered all the school going children reading in class –I to V (Lower Primary) & VI- VIII (Upper Primary) in Govt. and Provincialised LP, UP, Government aided LP, UP, NRST centers & Madrassa Maqtab centers running under SSA (Sarva Shiksha Abhiyan) and NCLP (National Child Labour Project) Schools under Labour Department. In view of the above relationship between implementation of Mid Day Meal Scheme (MDMS) and universalization of primary education discussed above, our aim was to examine the scheme in case of particular district of Assam; by selecting two blocks and eight (8) primary schools from these blocks. In this paper we examine the impact of Mid-Day Meal scheme in terms of certain indicators of schooling attainments.

**42. Author: Sanchari De, Assistant Professor, Government General Degree College Mangalkote, Burdwan**

**Title: Rethinking Career Choice: Traditional and Modern Ways**

**Abstract:** It is noticeable that in today’s knowledge society, in the context of globalization, there has been rapid diffusion of acquiring knowledge and enhancement of learning (Livingstone 2012) through various ways, posing both threats and opportunities to school students while taking their career decisions in their life so that they can contribute effectively

to the economy of the nation. The critical question which arises and the main objective of my study is when secondary school students in India make their career choice, to what extent traditional classroom based blackboard and chalk method and/or modern ICT based teaching method, with its radically different vision of pedagogy based on soft skills and new digital literacy and improved learning outcomes is posing threats or opportunities to them while choosing the right career path. Secondary literature reviews combined with theoretical perspectives have been used for qualitative analysis of the study.

Main findings state that in the world of cut-throat competition and the need for acquiring globalized education aligned with changing labour market, amalgamation of both traditional and modern ways both are equally needed for secondary students to take apt career decisions in their lives to become effective human resource.

**43. Author: Pratyashi Saikia Tandon, Research Scholar, Department of Sociology, Babasaheb Bhimaroo Ambedkar University, Lucknow**

**Title: Higher Education in Assam: Past Trends and New Prospects in the 21st Century.**

**Abstract:** Education is the backbone of society. It is an instrument for transmission of society's values and moral rules. Every human being is entitled to it as a right. This review paper discusses the issues, past trends and present status of higher education in Assam. Issues such as number of institutions, pattern of enrolment, access to higher education, quality, governance, policies etc., have been discussed. Reforms and innovations in higher education in recent years in an attempt to overcome inadequacies have also been highlighted. Based on secondary sources, the paper analyses the challenges and prospects of higher education in Assam in the 21st century particularly when an array of social, economic and technological forces is bringing changes in the needs of the society.

**44. Author: Smrutisikta Thapa, Assistant Professor, FM University, Nuapadhi, Balasore**

**Title: Caste Discrimination in Mid-Day Meal Scheme: A Study of Tarbha Block, Subarnapur District**

**Abstract:** The National Programme of Nutritional Support to Primary Education which is popularly known as the mid-day meal scheme (MDMS) was launched by the government of India in 1995 with the objectives of giving a boost to universalization of primary education by increasing enrolment, attendance and retention and simultaneously improving nutritional status and social equity among the primary school going children. One of the major objectives of the scheme was to mitigate inequality in the educational sector. Keeping this in mind the present study focuses on caste based discrimination in MDMS. The study was conducted in 17 schools of two selected gram panchayats (Charbhata and Kumbharmunda) of Tarbha block, Subarnapur district in the year 2014. A total number of 255 respondents have been interviewed for the study including students, parents, teachers, SMC members and

cooks and helpers. A total of 17 schools of 2 Gram Panchayats were covered. Findings show that Dalit discrimination in social sector is a product of inequality in social structure in India.

**45. Authors: Dr. Sreenivasa K N, Assistant Professor of Sociology, Govt. First Grade College Pandavapura, Mandya and Dr. Somashekara. N, Assistant professor of Sociology, National College Bagepalli, Chikkaballapura District**

**Title: The Relations between Education and Society**

**Abstract:** This paper focuses on the relationship between education and society. It acknowledges a strong relationship between the two concepts. Education is seen as a means of cultural diffusion from one generation to another in any given society. Society is defined as the whole range of social relationships of people living in a certain geographic territory and having a sense of belonging to the same group. The relationships between the two concepts are so strong that it is not possible to separate them because what happens to one affects the other. Educational institutions are micro-societies, which reflect the entire society. The education system in any given society organizes the child for future life and instills in him those skills that will enable him to live a useful life and contribute to the development of the society. Education as a social phenomenon does not take place in a space it takes place in the society and this normally begins from the family, which is one of the social institutions responsible for the education of the child.

**46. Author: Dr. Surbhi Dayal, Assistant Professor, HSS, IIM Indore**

**Title: Role of Culture, Creativity and Community Participation in Education**

**Abstract:** Government of India working towards achieving the goal of education for all. Many policies have been implemented and Right to education was enacted to achieve this goal. However, it has failed to achieve its purpose as it does not provide space and understanding of culture and view-point of all groups. There is substantial gender and social class differences in enrolment, retention, dropout and educational achievements at all levels of learning. India's society includes many cultures and sub cultures where each culture has its own rules, norms, ideologies, value constructs etc. Our educational model does not recognize the needs of people coming from various cultural and non-educational backgrounds. This paper is based on an ethnographic study of creative primary schools in Rajasthan. The paper explores how an education system could succeed in achieving the encouraging bondage of community with its schools. It looks at the complex issues which surround the notion and practices of illiteracy, negligence of community towards education and their cultural references. It shed light on creative learning methods and practices, which could develop children's interest in schools and enlighten the communities who don't have any educational background in previous generations.

**47. Author: Siddu Thangula, Research Scholar, Department of Sociology, Pondicherry University**

**Title: Primary Education among Kotia Tribes in Andhra Pradesh**

**Abstract:** Education is an essential activity of in the human life. It transforms human being from ignorance to enlightenment, from shades of social backwardness to light of social

improvement and a nation from underdevelopment to faster social and economic development. The present study focused on level of primary education among Kotia tribe in Araku valley mandal of Visakhapatnam district, state of Andhra Pradesh. The Kotia tribe is mostly found in Visakhapatnam district and living in hill area. The Kotia tribe migrated from Ganjam district of Odisha state. Kotia tribe has divided four subgroups. According to 1981 census, Kotia tribe literacy rate is 9.17 percent, 1991 census report literacy rate is 17.83 percent and 2001 census report is 40.90 percent. The main objectives of the study: 1. to study the socio-economic and cultural condition of Kotia tribe. 2. To find out the enrolment dropout pattern in schools among Kotia tribe of primary education. 3. To find out the problems faced by Kotia tribe in primary education. 4. To identify the parental attitudes, awareness and aspiration towards education of their children. The present study was selected 11 villages in Araku valley mandal. Stratified random was selected and sampling size 124. Both primary and secondary data were collected in this study. The data was analyzed by using Statistical Package for the Social Science (SPSS) for tabulation.

**48. Author: Dr. Tattwamasi Paltasingh, Associate Professor, Sardar Patel Institute of Economic and Social Research, Ahmedabad**

**Title: Scheduled Tribe Education in India: A Long Way to Go**

**Abstract:** Education as a powerful mechanism for restricting the discrimination in the society has been emphasized by both macro and micro level studies. However, the positive effect of education largely depends upon both quantitative and qualitative expansion of schooling. The expansion of elementary education should be accentuated in less developed region and among the marginalized communities like Scheduled Tribes (STs). Formal education is one of the areas in which the deprived groups like ST communities lag behind. With the implementation of Right to Education (RTE) Act; universalization of elementary education has become a Constitutional obligation and a fundamental right of children. The Act is expected to be useful particularly for the marginalized section. However the benefit is not clearly visible, with evidences of low level of literacy and education among the STs, which directly and indirectly affect the other areas like access to health care facilities, livelihood issues, work-participation and employment. The situation obstructs their inclusion in the developmental endeavours and initiatives undertaken by the Government. The future approach of education needs to reflect the seriousness and commitment of the government and other stakeholders in translating these policy decisions into appropriate implementations. The paper aims at examining the extent to which the State and the Central governments have taken initiatives and how such initiatives are practically implemented for the progress of ST education across Indian States. In view of the existing inequalities, the paper also focuses on discussing the prime concern in the policy agenda to ensure formal and quality education to the ST children.