



EDUCATION AND SOCIALIZATION OF MENTALLY CHALLENGED PEOPLE SIMILARITIES AND DIFFERENCES

Dr. Archana dinesh

Principal

Gandhi Vocational College

Guna, M.P.

ABSTRACT

Although at some point in the time, twelve regular educational institution children and twelve mentally challenged children of comparable age were individually characterised, a number of correlations were observed within the prevalence of twenty-eight behaviours as variations. But the behaviour that were detected by important changes included the acts that may be most crucial to social appeal. At some point in integrated play, shared social engagement of conventional and impaired young people may require not to be totally involved in the charter of the cluster, but also to utilise situations and settings. Briefly, sociology of education is described as a study of the links between education and society. It is a research of the social processes involved in an educational institution. The premise of sociology of education is different from the notion of educational sociology which is considered as the application of broad principles and results of sociology to the administration and/or processes of education.

Keywords: Education, Education, challenged

INTRODUCTION

The term "tutoring" can refer to a wide variety of activities, including but not restricted to writing papers, receiving assistance with assignments, or asking a challenge writing service to write a paper for the benefit of the student. In point of fact, preparation entails a wide variety of activities and aspects, including socialising. The term "clairvoyant socialisation" refers to the process of developing psychic abilities during one's youth, namely throughout the period of time that one receives conventional education. Prior to this, the child's attention was focused on asymmetrical relationships with adults, a route that was reserved from the modalities of our adult nature, at least in terms of the helpful and vote-based metrics it used. After that, children develop a sense of individuality and separate themselves from their previous group attachments. They asserted that intellectual impairment had become static and non-dynamic in the modern day, and that there was very little that could be done to improve the lives of those whose circumstances were adversely affected. Teaching those with intellectual impairments thus becomes an idea-approximately as a waste of one's time and the opportunities it presents. However, in this day and age, a good number of us parents are aware of the usefulness of a person who can only be advanced by others, in particular persons with mild to moderate disabilities, who would sooner or later reinforce the motive that they will not be labelled as mentally defective. This is also owing to the fact that they will operate effectively and eventually become a part of the network itself. Because of the many accomplishments that have been achieved with the support of persons

with high-level impairments, there has been a shift in thinking that serves as an integral part of the decision-making strategy that honours their rights. The socialisation of people who have mental disabilities does not necessarily have to be dedicated only either to those people who have mental disabilities or to adults. Before continuing to work with a kid who has one or more of these conditions, it is important to determine whether or not it is even feasible to educate the child so that they may become a productive member of society. Taking into consideration the meaning of the term "mentally challenged" in relation to the degree to which the child is affected by it, which can range from "borderline" to "highly intense" cases, a real care system can be built to mould the child into greatness despite the fact that "great" does not require much more effort than "taking yourself to the toilet." The mental project has the potential to develop and become more mature, but does it involve a lot? There are some topics that people with mental disabilities, both toddlers and adults, will never learn about.

Objective

- [1] Study on sociological processes involved in an educational institution.
- [2] Study of the relations between education and society.

What is Education?

To the sociologist, education takes place in the society and is a social thing. Durkheim (1950) argued that:

"The ideal that education strives to fulfil is determined not only by society as a whole but also by the specific social surroundings in each individual case. Education preserves and promotes this homogeneity by cementing in the kid from the beginning, the key commonalities that collective existence necessitates. A society can only survive if its members have a sufficient degree of homogeneity among themselves. On the other hand, collaboration of any kind would be impossible in the absence of a certain degree of diversity; education presupposes the maintenance of this essential diversity by way of its own diversification and specialisation.

Durkheim thus views education as a means of organizing the individual self and the social self, the I and the we into a disciplined, stable and meaningful unity. The internalization of values and discipline represents the child's initiation into the society. This is why it is very significant to study and analyze education using sociological approaches.

Swift (1969) noted that:

1. Education is everything which comprises the way of life of a society or group of people is learned. Nothing of it is biologically inherited.
2. The human infant is incredibly receptive to experience. That is, he is capable of developing a wide range of beliefs about the world around him, skills in manipulating it and values as to how he should manipulate it.

3. The infant is totally dependent from birth and for a very long period thereafter upon other people i.e. he is incapable of developing human personality without a very great deal of accidental or intended help from other people

According to his definition, education is "the process by which the individual develops the numerous physical, moral, and social capacities needed of him by the community into which he is born and within which he must operate." As a result, this is how he described education. The term "socialisation" is typically used by sociologists to refer to this process. The term "education" refers to a far larger concept than "socialisation." It is everything that goes on in society, whether intentionally or unintentionally, that involves teaching and learning, in order to make the kid a functional part of the society in which they live. Establishing the sociological outlook and demonstrating the importance of education from a sociological perspective are the roles that sociology plays in the field of education. According to Manheinn (1940), sociologists do not view education as a method merely for the realisation of abstract goals of culture, such as humanism or technical specialisation, but rather as a component of the process of influencing men and women. Understanding education requires first determining for what society and for what social position the students are being taught. The pursuit of education is frequently and extensively seen as a fundamentally hopeful human endeavour that is defined by expectations for growth and improvement. [Many people believe that it is a way to get around disadvantages, advance toward greater equality, and improve one's financial situation as well as social standing. Children are seen to have the opportunity to grow and develop in accordance with their own requirements and capabilities within the realm of education. In addition to this, many people believe that it is one of the most effective ways to achieve more social equality. Many people believe that the goal of education should be to help each student realise their full potential and provide them with the opportunity to succeed in life to the greatest extent that their natural skills will allow (meritocracy). It is unlikely that anybody would argue that any one educational system achieves this purpose perfectly. Some people have a particularly pessimistic outlook, saying that the educational system is purposefully created with the objective of contributing to the continued existence of socioeconomic disparity. The process of education does not occur in a vacuum. If we want to create a better society, we need to conduct research on the society to determine its strengths and weaknesses, and then we need to design educational programmes to address these issues. In many different countries, the educational system must accurately represent the society's prevailing worldview. In order for it to work well, it should be founded on the requirements, expectations, and goals that the society has for itself. It should be connected to the degree of culture, the rate of industrial growth and urbanisation, the political organisation, the religious atmosphere, the family structures, and the stratification. It should also fulfil the individuals' and society's hopes and dreams for the future in addition to meeting their requirements.

Sociology of Education:

In a nutshell, the sociology of education is the study of the connections that exist between schools and their surrounding communities. An examination of the social dynamics at play within an educational establishment is the subject of this research. It is a branch of social science since its methodology follows scientific principles, despite the fact that it is a social study. It is concerned with educational goals, techniques, institutions, administration, and curriculums in connection to the economic forces, political forces, religious forces, social factors, and cultural forces of the society in which they function. When it comes to the education

of the individual, sociology of education places an emphasis on the impact that a person's social life and the interactions they have had throughout their lives have had on the formation of their personalities. As a result, the sociology of education places an emphasis on the social dimensions of educational phenomena and organisations. It is generally agreed that the issues at hand are more sociological in nature, rather than being related to issues that arise in educational practise. Therefore, sociology of education may be understood as the scientific study of the social processes and social patterns that are engaged in the educational system. According to Brookover and Gottlieb's thinking, "this presupposes education is a collection of social behaviours and that sociology is an investigation of human interaction," however these two scholars disagree. The process of education can take place either formally or informally in a variety of settings. Both of these scenarios may be included in a sociological investigation of human interaction in education, which would then perhaps lead to the creation of scientific generalisations of human interactions in the educational system. The study of how public institutions and individual experiences impact education and the consequences of that education is what is known as the sociology of education. Its primary focus is on the public educational systems of contemporary industrial civilizations, which includes the expansion of higher, further, adult, and continuing education. It is both a philosophical and a sociological notion, suggesting ideologies, curricula, and pedagogical strategies of the inculcation and administration of knowledge, as well as the social reproduction of personalities and cultures. Moreover, it is a concept that has been around for quite some time. It focuses on the sociological issues that are present in the field of education and is concerned with the connections, activities, and reactions that take place within the classroom between the instructors and the pupils.

Difference between Educational Sociology and Sociology of Education

In contrast to the notion of educational sociology, which may be defined as "the application of broad principles and discoveries of sociology to the administration and/or processes of education," the premise of sociology of education differs from the concept of educational sociology. These methods are attempts to apply the tenets of sociology to educational institutions as a distinct social unit in order to better understand society. The subject of education provides educational sociology with a wealth of new problems to investigate and solve. Therefore, the subject matter of sociology of education covered such overarching ideas as the society itself, accommodation, assimilation, cultural lag, subculture, status, and so on. Other factors to take into account include the impact of politics and the economy on education, the social forces and determinants that have an impact on educational and cultural change, the social institutions involved in the educational process, such as the family, the school, and the church, the various problems of role structure and role analysis in relation to the total social system and the micro-society of the school, and the concept of the school as a formal organisation, which includes issues such as authority, selection, and the like. In order to accomplish the aforementioned tasks, sociologists frequently resort to either the historical correlation or the functionalist methodologies. These are shown to be true by the particular point of view that was adopted in order to investigate a specific issue. Educational sociology is a subfield of the sociology study that investigates various issues pertaining to the connection between society and the educational system. It developed into a field with the purpose of training educators for the work they will do in the future. It does this by incorporating the findings of sociological research into the process of organising educational activities and coming up with efficient ways to put these plans into action. The study of social interaction was supposed to be the primary focus of educational sociology. Francis Brown had the view that "all education progresses through the participation of the individual in the social awareness of the race," and he said this in one of his essays. He

gave the following definition of educational sociology: "He defined educational sociology as that discipline which applied the broad concepts and discoveries of sociology to the process of education: educational sociology." By definition, educational sociology is a field of study that investigates education from a sociological perspective. This field operates under the premise that it acknowledges education as a social fact, a process, and an institution; it also acknowledges education as having a social function and being determined socially. It is the practise of applying sociological theories and research methodologies to the process of finding solutions to issues that arise within an educational system. The study of Educational Sociology shed light on the significance of the many aspects of society's interactions with individuals, highlighting the value of these relationships. It highlighted the advancement of society via the means of education as the primary focus. It was considered a concern for society because there were issues with the educational system and the way people were taught. The field of educational sociology sought to address concerns such as "what kind of education should be provided?" and "how should education be delivered?" What kind of education should students receive? Why children turn delinquent? It shed light on those educationally significant institutions and organisations, as well as the social interactions that took place within those institutions and organisations. It did this through educational encounters that assisted in the development of the individual's personality so that he might become a better social being. This was accomplished by having the individual engage in activities. It was realised that despite the fact that educational sociology made everyone aware of the social nature of education, formulated ideals by which educational planning was guided, and utilised the theoretical knowledge that was gathered by researches conducted by either sociologists or educational sociologists, there appeared to be confusion as to what the appropriate dimensions of educational sociology should be. There were many divergent points of view on the subject of which kinds of studies should be categorised as being under the umbrella term of "educational sociology." This gave rise to the idea that the study of education should be separated out into its own distinct field of study, which might be referred to as the sociology of education. Within a short amount of time, educational sociology evolved into a historical phenomenon. The Journal of Educational Sociology was renamed the Journal of Sociology of Education the following year in 1963. The term "sociology of education" refers to the study of both the social processes and the social patterns that are associated with the educational system from a scientific perspective.

Education of Mentally Challenged People

The Disability Act of India, which was passed in 1995, ensures that every young child and adult with a disability in the Republic of India has access to a variety of amenities. Children who have disabilities have the right, according to the Republic of India Disability Act, to receive free education up until the age of eighteen. This education can take place in regular schools or in schools that are designed specifically for students with disabilities. Children who have impairments are also accountable for the redesign of the application and adjustments within the evaluation system, as well as the elimination of area obstacles and the right to suitable transportation. Young persons with disabilities were eligible for a number of free services in the Republic of India, including subsidies for school supplies, books, and coaching medications. Young people in the Republic of India who have impairments can attend specialised institutions that include sections that are outfitted with learning centres and facilities for non-formal education. As a result of the educational system that is in place for employees, the Republic of India offers coaching facilities to its instructors. In the United States of America, parents who have young children with disabilities will travel to a competent court to correct their own children with disabilities for complaints of significance if the parents feel that the

complaints are significant. Each panchayat in the Republic of India receives funds on an individual level in order to facilitate the construction of accessible public infrastructure such as roadways, schools, and ramps in public spaces for disabled individuals. People with disabilities are eligible for three percent of presidential posts in the geographical unit of the Republic of India, and in addition, the Republic of India incapacity legislation includes social movement for people with disabilities. What this demonstrates is that the distribution of land in the Republic of India is designed for persons with housing impairments, business services, special schools, factories, and organisations. This is an irrefutable reality that can be shown by looking at this information. It also makes accessible aids and equipment for the house available to those who have impairments. People with disabilities who live in the Republic of India and want to speak with a representative from the local unit that is close to the amenities that have been provided for them should go to the workplace of the commissioner. Parents have the option to choose to discuss the matter with all of the recourse commissioner for disabilities if they have to deny a child with a disability access to a faculty front, or if their ramp or one-of-a-kind demonstrates that there is a lack of entry. In either of these scenarios, the child would be denied access to the faculty front. At the time, the Kingdom of the Republic of India has four entirely unique laws dealing to persons with disabilities. The Republic of India hosts a criminal arena organisation conference on the rights of people with disabilities. These restrictions include the following:

The mental state act of 1987

- The men and women with disabilities act
- The rehabilitation council of republic of India act
- The National for welfare of human beings with mind ailment, autism, retardation, and a couple of disabilities act of 1999

IMPROVING THE EFFICIENCY OF NOISE IMMUNITY PROCESSING OF SPEECH SIGNAL

The bulk of the legislative standards dealing with persons who are disabled in the Republic of India are backed by the medical model of disability. This model of disability takes a health-oriented approach, analyses specific physiological problems, and labels them as being associated with disability. According to the Arena Employer Convention, the term "handicap" refers to a developing legal framework for the rights of those who have impairments. The conference asserts that a disability results from the interaction of one or more impairments with a variety of obstacles that prevent the individual from participating fully and actively in society. A norm that dates back centuries, the medical version of incapacity, is one that demanded adjustments to be made for those who had disabilities. Accessibility is not only truly restricted to building buildings with ramps or building roads; rather, it demonstrates that ensuring that people with disabilities use transportation systems, signs that can be any sound and Braille, auditoriums for sporting events, civic centres, hospitals, malls, practises, and excellent centres is also a part of what it means to be accessible.

SOCIALIZATION

The idea behind socialisation is that the processes through which people are educated should be considered valid contributors to a society. It specifies the methods that people use to in order to comprehend social

standards and ambitions, to unquestionably gain the perspectives of society, and to encounter social ideals in their concepts. It is important to note that socialisation is not the same thing as socialisation, which is defined as "interacting with others in settings such as family circles, colleagues, and co-workers." To be more specific, socialisation refers to a social technology strategy that takes place through socialisation. Even the most fundamental aspects of human athletics are taught, as the example of Danielle's story demonstrates.

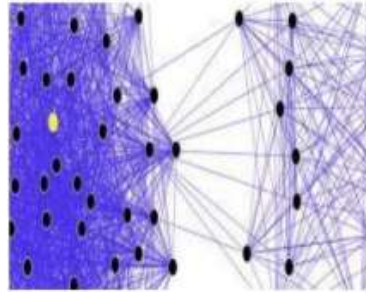


Figure 2: Socialization

Although she did not interact with other people, Danielle had not discovered the tangible items that a culture makes use of. For instance, in terms of the material lifestyle of her culture, she was unable to hold a spoon or jump a ball. Additionally, in terms of her beliefs, principles, and standards, she had not discovered her intangible lifestyle. This may come as a shock to you, but even physical tasks like sitting, standing, and walking were not routinely established for Danielle as she grew. You may be She had no knowledge of the way that her own family thought, no comprehension of the cultural standards that dictated how one should behave when using a restroom for disposal, and no feeling of modesty. Most significantly, she did not know that we have a tendency to investigate who we are willing to be, but that we have a tendency to fit with others, as well as the natural and social environments in which we would be inclined to live, in order to make use of the symbols that make up language. Circumstances similar to Danielle's have long piqued the interest of sociologists due to the fact that a child is provided with a sufficient human guide to survive, but almost no social contact. This is because these circumstances illustrate the degree to which we depend on social interaction to deliver the knowledge and skills that we need to be a part of society or even to improve ourselves as individuals. It became clear, as a result of the research conducted by Harry and Margaret Jean Harlow, that early participation in social activities is essential.

Socialization of Mentally Challenged People

In providing an ultra-modern theoretical know-how of socialization (see below), what he considers to be the three socialization goals were made public:

1. Regulation of impulses and therefore the improvement of a sense of right and wrong
2. Training and execution of roles, collectively with pastime roles, gender roles and roles in institutions such as wedding ceremonies and adulthood
3. The development of property that means, or what is significant, valued, and lived for

CONCLUSION

People learn how to function in an incredibly specialised group through the process of socialisation, which consists of employing that method. It is reasonable to assume that all human beings will, at some point in their lives, have the opportunity to experience some form of socialisation; however, there are some unusual instances at some point in records in which humans were either forced to measure in social isolation, as in the case of the instances, or experience socialisation by distinctive methods, as in the case of India. In both of these cases, socialisation occurred in an unusual manner. Both instances were presented at the beginning of the insolvency proceedings, and an emphasis was placed on the significance of socialising to the growth of the individual. It is important to point out right here that socialisation is extremely culturally relative, which means that the process and the results differ from culture to culture. Despite the fact that socialisation among individuals is imperceptibly important, it is important to point out right here that socialisation is extremely culturally relative. As people become more aware of their surroundings, their social quotient will increase, moving from a deep to a sensitive level. It is much too late. The social quotient does not vary much across totally exclusive age groups among persons who disagree with each other. The Venal and Social Adulthood Scale is a simple screening search for vital intelligence quotient and social adjustment functionality that can be used by scientific psychologists working with vulnerable children or people. The scale is administered by the United Nations Integrated Child and Adolescent Care Services Placement Unit.

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