Social Foundations of Education

Preparation Programs

For Science and Mathematics teachers in English
3rd Year General Education

Prepared by Foundations of Education Department

Dr. Fatma Mohamed AL-Bardwely
Foundations of Education Department
Faculty of Education – Qena
South Valley University

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ABOUT FACULTY OF EDUCATION:

The faculty was constructed in **1970** , its site at the past was secondary school for boys in Qena , in Sabry Abu Alam street (in the past), but now this place became site of faculty of engineering. it was the first faculty of Assuit university branch in Qena, then faculties of science, arts, and other faculties of south valley university are opened. Faculty of education site now is beside faculty of arts. the superior objective of faculty of education is developing a better capacity of the individual, personality traits, ethical and religious values on the basis of reverence and respect for rights, taking into account the criteria of complementarities and inclusiveness, intelligent and innovative, international and global, allowing for independent thinking person pursuant to an effective result in good cooperation with his own people for the benefit of society. The College of Education, Qena colleges in the history of the prestigious University of the South Valley as it contains three divisions.

FACULTY VISION

Working on faculty of Education to be honored achieving quality in the level of knowledge and educational programs and its various activities which are reflected in its graduates and working to develop education in various educational stages.

FACULTY MISSION

Preparing the teacher in line with scientific, technical, and professional progress and developing a spirit of loyalty to the homeland. Working on the development, advancement and cooperation with various institutions that help in preparation of teacher, to work through the public education and through being able to specialist professional and skills, and continuing development. From this mission, the faculty does the following: 1- Preparing students of secondary school, and its equivalents, and graduates of institutions, and university faculties excellent preparation for teaching profession through the provision of vocational programs with high standards of quality in all disciplines from kindergarten to the end of secondary school.

2- Uplifting professional and scientific level of all workers in the field of education and defining them with modern educational trends, developing the development of self-efficacy trend and working on strengthening values of continuing education.

3- Preparing specialists in various educational fields.

4- Doing research and educational studies in various specializations in faculty and solving educational issues and real problems in reality that impede educational process and providing solutions to work on developing education and reforming it.

5- Contributing in developing educational thought and publishing modern educational

trends and applying it to solve problems of environment and society in which they exist

6- Providing research and advisory services that contribute in developing institutions of non-formal education.

7- Working on educating students integrated education, and developing creative thought to them.

8- Participating in preparing demonstrators and assistant lecturers in many specializations in university faculties and institutions of higher education and forming them educational formation continuously, helps them to perform their role effectively and efficiently.

9- Working on spreading the ethics of the teaching profession between faculty members, students, employees, and educators, according to ethical covenant adhered by everyone in the field of education and education in its various levels.

10- The faculty through Primary Education division, preparing a teacher to first levels of primary school and teacher specialized material for the last years of education.

11- The faculty participates in literacy and eliminates the phenomenon of dropping out of education through preparation of teacher.

12- Adopting the concept of Total Quality and its applicants in faculty, and interesting in self-rectification, and being ready to achieve total quality and continuous development.

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1.0 OBJECTIVES

After reading this unit, you will be able to

1. To understand Meaning and, Nature of Educational sociology.
2. Explain relationship between sociology and Education.
3. discuss the education as social process.
4. Explain education and socialization.

1.1 INTRODUCTION

The man is born in society and has to develop his personality in the society. According to Ross "Individuality is of one value and personality is a meaningless apart from social environment. In the social environment individual interact with forces which influences him and he also influence the society. An individual can learn very little by himself.

In his learning society contribute very significantly. Man lives in the society, acquires socialization through his contact with family, his relatives, friends. He learns basic things with mutual behavior through this contact. If individual is left alone without any companions and society then his learning

will not take place, therefore for education the presence of other people, means society is very necessary. Education and society are interdependent and complimentary to each other. No educational system can be understood without looking at the canvass of society. Society can never progress without the sound system of education. Education should enable the pupil to be a useful member of society

Educational sociology is the branch of behavioral science deals with social aspects of education. It is a sociological approach to education. its area is vast. The society facilitates the process of education. It contributes society to emerge educational institutions for the various kind of education, formal, informal and non-formal. It is a journey taken by education to reach society. Thus, education is social necessity. It is the study of social interaction, social processes and social norms. Hence the subject of educational sociology has assumed a great importance.

1.2 MEANING, NATURE OF EDUCATIONAL SOCIOLOGY

A man is social animal and live in society and society is made up of network of human relationships. Their style of living, idea, attitudes are similar. Sociology is a science that studies the relationship of men and their environment. Educational sociology is one of the branches of sociology. It tries to tell the meaning of education through the sociological point of view.

MEANING OF SOCIOLOGY:

Sociology can be defined as the study of man and his environment in their relation with each other. In 1837 French philosopher Auguste Comte first coin the word sociology, by sociology he meant the application of scientific method in the study of the relationship between the society and individual.

E.T.Hiller: "Sociology is the study of relations between individuals, their conduct and reference to one another and standard by which they regulate their association.

1) **Moor and Cole:**" Sociology studies plural behavior". By plural is meant that behavior of individuals which is performed in relation to other individuals.

2) **Max Weber:** Sociology is the science which attempts the interpretative understanding of social actions.

3) **According to Duncan** :-" Sociology is the scientific study of the processes of interactions of
  Persons".

4) **E.Durkheim expain** :"sociology as the science of collective representation"

From above we can say that sociology is concerned with human relationships, Thus Sociology may be roughly defined as a systematic study of the individual and society in an inter -acting and inter-learning relationship with each other. It is the study of social relationships. It studies the human behavior in groups, the social structure and social phenomenon. In the study of sociology different interactions are involved.

MEANING OF EDUCATIONAL SOCIOLOGY

Educational sociology is a new branch of sociology. It studies the relationship between education and society and deals with the problem of relationship between education and society. Educational sociology means Education through sociological point of view. A subject made by co-relation of education and sociology is called educational sociology. Educational sociology is said to be the study of principles of sociology as applied to the theory and practice of Education. It is new science which applies sociological principles to the whole process of education. Educational sociology utilizes total educational interaction which helps in the personality development of the individual so that

he becomes a better social being. This science emphasizes the progress of the society through medium of education. The educational sociology also tries to search a suitable solution for problems related to society and education. This science throws light on different institutions and on those social interactions which are of great importance in educational process.

1)**Brown:** All education proceeds by the participation of the individual in the social consciousness of the races.

2)**Ottaway's view:** The sociology of education may be defined as a study of relations between education and sociology. The education is an activity which goes on in a society, and its aims and method depend on the nature of the society, in which it takes place.

3)**George penn:** educational sociology is a science which describes and discusses processes of social relation which give experience to an individual and organizes a society.

The above definition tells us features of educational sociology. Educational sociology considers, development of an individual and social environment. It not only gives a thought about education or sociology but also consider the mutual reactions and interaction of both. Educational sociology makes education based on society.

NATURE OF EDUCATIONAL SOCIOLOGY

Educational sociology is not limited to specific nature or specific period. Its nature is of universal type. Educational sociology is not merely theoretical .it does not merely study the forces of interaction between the individual and a society or group but it is also practical because besides studying interacting

forces it tries to regulate and control the interacting forces. Role of educational of sociology is to find out ways and means to manipulate the educational process to achieved better personality development and thus obtain better social control. The society has made some rules to have continuity in society to maintain stability, to protect the things that help working and to establish discipline. for preserving traditions values and customs educational sociology is necessary. Educational sociology is the subject of constant and dynamic interaction of the individual and his cultural environment, it enables us to understand the child from the point of view of social milieu. Educational sociology evolved as a discipline designed to prepare educator for their future tasks. It uses the results of sociological research in planning educational activities and in developing effective methods of realizing these plans.

- It helps in understanding the cultural, economic, social and political trends in relation to formal and informal agencies of education.
- Educational sociology aims to develop a curriculum that will adequately socialize each individual student.
- It tries to find out what would best contribute towards the child's personality development and control the educative process to achieve personality development of each single child.
- Educational sociology studies the various types of social relationships and their impact on individual development.

  Thus, nature of educational sociology is both theoretical and practical. it is the scientific study of how people live in social groups, especially study of the education that is obtained by living in social groups and the education that is needed by the member to live efficiently in social groups.

1.3 RELATIONSHIP OF SOCIOLOGY AND EDUCATION

Sociology and Education as two branches of knowledge, concerned essentially with man and his life. Relationship between sociology and education has always been a subject of debate. Education and sociology are mutually interrelated and interdependent disciplines. They are so closely intertwined and interconnected that their subject matter and method of study are often overlapped to a great extent. All societies have their own ways and means of meeting this need. Education as a process has come to stay as an effective means of meeting this need. Education does not only transmit the past cultural heritage; it is meant to help in the reconstruction of our modes of living. It may help in developing new social patterns in the areas of health, leisure, vocation and family life. Reconstruction and adaptation are necessary but of scientific developments, industrialization and technological advancements, which are disturbing the urban as well as rural pattern of living. The relationship of education and sociology can be cleared through following points.

- Sociology is the science of society and education in an implicit aspect of any social system.
- sociology studies the structure and functions of social system, while education is one of the important functions of any social system.
- The prime concern of sociology is socialized individuals. Education is the means for achieving the goals of sociology.
- Education is the laboratory and workshop of sociology.
- sociology attempts to ascertain the functions performed by the educational system while education adopts the principles of sociology to improve its functioning.
- In the modern society sociology generates the data base which is consumed

by educational system to realize the goal of social life.

- sociology develops the law and principles which are adopted by the educational system for its improvement.

- Education preserves the social and cultural heritage which is owned by sociology.

- Society is the prime factor in determining the educational patterns so that its sociocultural needs may be satisfied and continues to grow.

Emile Durkhiem who first clearly indicated the need for a sociological approach to the study of education. He considered that education to be something essentially social in character ,in its origins and its functions and that as a result of theory of education relates more clearly to sociology than any other science .

Educational sociology and curriculum:

According to educational sociology, Curriculum is organized so that it may help in achievement of social aims. The social progress of the society and the nation depends upon the curriculum in the schools and colleges. Due to this reason the sociologist consider it is essential to organize the curriculum carefully and properly. In the word of eminent educationist, "Education is not to be confined to the study of a few subjects alone is to be present any epitomized study of the diversified social life.

Following sociological principles should be kept in view while construction curriculum

- The curriculum should be such that it helps in achievement of the social aim of education.

- The curriculum should be chosen on the basis of the problems and the needs of society. But it should also pay the attention to the real problems and

interest of the pupils.

- Curriculum should be so organized and its relationship with instructional methods should be such that the curriculum becomes effective medium to keep a control over society.

- Through curriculum the cultural values should be brought to light and through it the high ideals of the society should be transmitted to the new generation.

- The curriculum should be such that it develops an attitude of respect to all vocations It should develop a sense of dignity of labor among students.

- The stress should be on a futuristic social change rather than bringing immediate change in individuals' behavior.

- The curriculum should be dynamic flexible and changing in nature.

- The curriculum should able to develop a problem-solving attitude among the students. they should understand and solve the problem independently.

- There should be provision of social programs for participation in social life

- The curriculum should be flexible and changeable. It should change continuously according to changing social objectives.

- Curriculum planning should be based on the problems and need of society on the immediate concerns, problems and interest of pupils

- The curriculum should reflect the basic cultural values of the society and should be an agent in the transmission of the highest values.

- Curriculum should include subjects like music, art, vocational subjects, physical education, language, physical sciences as well as biological sciences.

Educational sociology and Method of teaching:

Educational sociologist advocates the use of project method, socialized techniques, Group discussion and techniques of group dynamics. They also encourage co-operative learning, problem solving and democratic method of teaching. Those educational methods are good which gives knowledge to the individual, which will enable the students to adapt and adjust to different social situations. sociology gives importance to group methods of teaching. methods which are able to develop democratic attitude among children should be the good method of teaching, according to sociological point of view

- The method of instruction is effective only when the skill and knowledge acquired in the classroom are actually use by the individual in the adjustment to social situation

  . An individual should be able to achieve social correlation by use of knowledge and skill received in the school.
- The method of teaching should be stress on the social behavior outside the class while teaching.
- The method of teaching should make use of all possible social resources and social operative force in the social life in order to develop the capacity in every individual for social adjustment.
- The social powers currents in the society should be used in teaching system for increasing the social co-relationship.
- Sociologist suggest that teaching should be done through cultural and social programs.
- In teaching teacher will develop problem solving and constructive thinking. For this socialized techniques, project and group methods fulfill most of the conditions.

- Student react better to co-operative learning in which there is sharing in the teaching learning process.co-operative group patterns of learning lay emphasis on group interaction.

Educational sociology and Teacher:

Teacher should be committed to society. He Should know the main institution and powers that mainly influence a student. He should know the instruments of social development, available in extramural environment. He should have capacity to use this knowledge in school Education. A teacher should know about the process of socialization among students, The method of interaction and programs for social development.

1.4 EDUCATION AS A PROCESS OF SOCIAL SYSTEM AND SOCIALIZATION

Social system can be explained as 'an interconnected and organized activities which consist of parts that are inter-depend to produce common results ' social systems are created by human beings and are strengthened by man's attitudes, perceptions, beliefs, habits and expectations. In social system two or more people are constantly interacting and practice similar approaches attitudes and social values.

EDUCATION AS A SOCIAL SYSTEM:

The education system is composed of many distinct sub-system or parts, each with their own goals. Together these parts makeup a functioning whole. Each part i dependent on the other for smooth functioning. Willard Waller gives five reasons for education to be regarded as social system: -

- In education different personnel are working, who contributes towards educational goals.
- Education has a social structure as the result of social interaction within the school.
- It has bound by strong social relationship.
- it is bound by a feeling of belonging
- It possesses its own culture, tradition, and way of doing things.

Education helps in transmitting folkways, more institutional patterns in social organization. Thus, we can say that education in school is a social system. It has a close relationship with the environment and they complement each other. Education in school prepare students with living skills, knowledge and expertise necessary for the society. The education is provided with resources, building and personnel (parents, teachers, students) in order to functioning.

As a social system education has a formal and informal structure, the formal structure refers to the role and function of the administration. The informal system refers to its social relationship that helps the organization to function.

When you enter in school we see office, member of the school staff, classrooms take up the most of the physical structure of school. Within a classroom, the teacher and students are the main personnel. We see specific order in the classroom, seating arrangement work groups, location, style of leadership, class size, types of students. all the factors in education system affects the relationship between position holders and the other. Each classroom has a distinct climate and social structure. The education system exists in a larger societal context, including the local community, state and central governments rules and regulations and funding. Therefore, education system is where people, building, textbooks, and equipment interact with each other in social environment.

According to Getzels, social system model is best suited for education system, because it emphasizes on process of synthesizing the society with its culture, values, socioeconomics, political system with the need of the individuals. Every school member, student, teacher, head, and other staff play their important roles towards achieving the educational goals In school teacher manages his classroom, interact with students and the environment, he carries all responsibility required for his positions. in school different activities are organize, all the activities are influence by society's culture, policies, values and are undertaken by the individual as part of social process .so the success of the individual and the organization are based on factors like expectations, need, satisfaction, role and goal. Within the education system the school has certain roles and expectations that are designed to fulfill the goals of the system. Each school consists of individuals with certain personalities and need whose interaction make up what is commonly known as social behavior. Education system is also under pressure from the community members to take over greater roles in child care program.

Each society has certain goals for its educational system that are put in to practice in school and classroom .in the school the stated goals must be translated in to action. Members of the educational organization holding different roles, teachers and administrators desire high quality education but they also have personal motivation. Schools bring peer together in classroom and for other school related activities. Thus, group sub-culture flourish in school. School plays an important part in helping diverse individuals to see themselves as citizens and therefore to internalize skills.

From above we can say that in education system, school performs many roles and play different activities, as a school system has its roles and function of administration while the system has a network of social interaction and

relationship for it to function. It emphasizes on the process of interaction of individuals and the role of each individual play in the school system. In the school there are teachers' principals, students, etc. each has a defined social position. These social positions distributed from top to bottom, in hierarchical order. all individuals interact with one another. these human interaction within a education system may be described as social system, hence we say that education is as a social system.

EDUCATION AS A PROCESS OF SOCIALIZATION

There is closed relationship between an individual(student) and school. As a social institution school has to perform the function of socialization. The school teaches the accepted ways of behavior within the group to the child. The child learns the patterns of behavior needed to good life in the society. They learn their roles and roles of the other in the school and thus socialization takes place in the school.

SOCIALIZATION

- Socialization is the process by which the new generation learns the knowledge, attitudes and values that they will need as productive citizens.
- A socialization is the process by which an individual becomes a recognized, cooperative and able member through his interaction with social environment.
- Socialization is process, through this process an individual learns kind of behavior, values and other's expectations.

E. Durkheim, a French educational sociologist has explained the role of education in socialization of child as "Education is the influence exercised by adult generation on those that are not yet ready for social life. Its object is to

arouse and to develop in the child a certain number of physical ,intellectual and moral traits that are demanded of him by the society. More briefly education is a socialization of the young generation.

School is the essential part of the society. It works like the social organization because school provides an exposure to every individual and it prepares the students to learn social roles according to their capacities in the school. Every student pass most of the time of his day in school and this time is utilized to learn different social things. Every individual learns about social life, social norms and social believes in school Hence in the process of socialization school plays a very significant role.

Most important function of school is preservation of culture and civilization, every society has own customs, convention, traditions, norms, art, religion, which has inherited from ancient period, in this process of socialization school help us to hand over the cultural values and behavior patterns of the society to his young generation.in this process of socialization student acquire the knowledge of cultural values and different norms of the society. Through education students get knowledge of 3R's i.e. Reading, writing and arithmetic which help students to work skillfully in day to day life and live happily in the society. It is only school education which convert these 3R's in to 7R's i.e. Reading, writing and arithmetic relationship, responsibilities, recreation and reorganization. only through school education students make familiar about social responsibilities as social being. school provide democratic climate which helps student to acquire democratic norms. Students learn how to live with democratic norms and how to behave with each other which help in the process of socialization. School education is a process of living through continuous reconstruction of the individual which enable students to control his environment and fulfill possibilities. School encourages students to participate in various kind

of co-curricular activities, these activities help students to develop leadership among themselves. The school provides social environment before children by organizing community work, social service camp and social functions and annual functions, so that all the social norms and values namely sympathy, co-operation, tolerance, social awareness in them, thus school develops social dealing in all children.

In the light of above discussion, we can say that school has special significance in the socialization process. education is a continuous and dynamic process, which develops thinking and reasoning, problem solving, skills, cultural values, democratic values, adjustment among the students to behave properly in the society, this shows that education as a process of socialization.

QUESTIONS FOR SELF STUDY:

1. Explain the concept of socialization. how education as a process of socialization?

2. Define Educational sociology. Explain the relationship between sociology and education with respect to curriculum and method of teaching

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Chapter 2: Education and Different aspect of society

Objectives

1. To enable the students to understand the relation of Education with society.

2. To enable the students to understand social functions of Education

3. To enable the students to explain sociological Aspects of Education.

4. To enable the students to establish relationship of Sociology and education.

2.0 Introduction

Education is indispensable to individual and society, for without it there would be loss, for of all the accumulated knowledge of the ages and all the standards of conduct. An individual must learn the culture of the society or the accepted ways of doing things. He must be socialized into the prevailing culture and must learn the rules of conduct and expectations about future behavior.

Education provides a conscious teaching programme that helps to inculcate values, norms and social skills that will enable the individual to develop his personality and sustain the social system. The meaning of education differs from place to place and from time to time. It has passed through many ages and stages of evolution. Education is a reflection of the social and political conditions prevailing outside. It reflects society but, in turn it has within it the seeds of dynamics of change and thus can keep with the fast-changing world.

1. " Education is the Socialization of the younger generation "-**Durkhim**

2. "Educational Sociology is the application of scientific spirit, methods and principles of sociology to the study of education"-**M.S. Gore**

3. " Educational sociology is sociology applied to the solution of fundamental educational problems"- Roucek.

4. According to **August Comte**, the father of sociology, the father of sociology used the term " sociology" for the first time in the year 1937, while delivering a series of lectures. He introduced sociology as a fundamental science in his book "Positive Philosophy" and employed scientific methods to collect data about mankind.

5. According to Comte, different components of society are scientifically studied in sociology.

6. "Sociology is the systematic description and explanation if society viewed as a whole"-

Giddings

7. Sociology is the science which attempts the interpretative understanding of social actions"- **Max Weber**

8. Prof **W.B. Brookover** gave 6 basic concepts of educational sociology:

1. To analyses the social interaction between school and community.

2. To train the educational workers.

3. Sociology principles area applied to education

4. It is the base to form educational aims.

5. It analyses sociological process

6. IT is a tool and progress of society.

2. 1. Relation of Education with society.

The relation of Education with society and culture is very deep. Both are dependent on each other. The relationship between education and society has been summed up by the international commission on the development of education (1972) as, " In our view, there is a close correlation between changes,

in the socio-economic-environment and the structures and forms of action of education, which we believe makes a functional contribution to historical movement. Moreover, it seems to us that through the knowledge it provides of the environment in which it operates, education may help society to become aware of its problems."

Education is an instrument of social and cultural change. It can impart knowledge, training and skills as well as inculcate new ideas and attitudes among the young. On the other hand, it is culture and society in which education germinates flowers. It is the culture also upon which education exerts in turn, a nourishing influence.

The most important function of education is socialization. The people have no knowledge about the culture of their society. They must learn them and they must learn the way which their society is functioning. Hence the children as they grow up must be introduced into the culture which they are going to face.

Society therefore, consciously devices its instructional Programmes to fulfil personal and social needs rather than leaving the learning to change. Education provides a conscious teaching programme to inculcate values, norms and social skills that will fit the individuals for their adult role in society. Society creates educational institutions such as school and colleges to perform certain functions in accomplishing this general end.

Man becomes a "human being" only as a member of society. By nature, he cannot live alone. According to **Samuel Koening,** Education may also be defined as the process whereby the social heritage of a group is passed on from one generation to another as well as the process whereby the child becomes socialized, i.e learns the rules of behavior of the group into which he is born.

Society is a group of people who coexist in organized manners. The term

'social' refers to the interactions and relations that take place between people. Therefore, to live within society is to be social. Society includes all aspects of life that people choose to share, work, home, life, religion, school and politics are all aspects of society. Groups of people who organize their time around these things are called communities may be exclusive societies as well as part of a larger society.

2. 2. Social functions of Education:

Education as social institution plays a vital role in our society. The function of education is multidimensional within the school system and outside it. It performs the function of socializing the individual for a variety of social roles and development of personality.

1. Socialization:

The most important function of education is socialization. The people have no knowledge about the culture of their society. They must learn them and they must learn the way which their society is functioning.

Though people learn a great deal from their parents or in clubs and among groups of friends they learn more of the culture of their society through educational system. Through education, the child is able to develop reasoning in social relations, cultivates social virtues and thus becomes socially efficient as says **Dewey.** *When he speaks about social efficiency, and he calls of it "Socialization* **of individual."** *Thus, education may be only part of the process of socialization, but it is a very important part.*

2. Development of Personality:

Education plays an important role in the development of personality. The

objective of as said Durkheim "is to awaken and develop in the child those physical, intellectual and moral states which are required of him both by his society as a whole and by the milieu for which he is specially designed". Education helps the development of the qualities of an individual, such as physical, mental and emotional make-up as well as his temperament and character.

The self, the core of personality, develops out of the child's interaction with other. Subsequently, the habits, traits, attitudes and ideals of an individual is patterned by the process of education. A learner's personality is encouraged to form his own attitudes and values by studying outstanding people in history and literature.

3. Social Control:

Education plays a vital role in regulating individual behaviors through transmitting a way of life and communicating ideas and values to the new generation.

Boltomore says, one way that education contributes to the regulations of social conduct," is in the early socialization of the child": In order to transmit its social heritage and survive as a social order all societies develop educational system to train its younger generations. Through the process of education society, regulates the behaviors of its members and enforces conformity to its norms.

"Education in a broad sense" as says **Boltomore,** "From infancy to childhood, is thus a vital means of social control." Formal Education in modern societies Communicate ideas and values which play a part in regulating behavior. The new generations are instructed to observe the social norms the violation of which may invite punishment.

4. Social Integration:

Education, by imparting values, also integrates people into the broader society. The curriculum of the school, its 'extra-curricular' activities and the informal relationship among student and teachers communicate certain values and social skills such as corporation team-spirit obedience fair play.

5. Determination of Status:

Determination of status of an individual is an important function of education. Amount of education is a good indicator of socio-economic status, from lower working class to upper class, education leads to economic opportunity. It is through education, young people secure higher status jobs than their parents, with higher incomes they come to associate with the persons of higher status, and thus, education provides the channel to better socioeconomic status.

6. Provides Route for Social Mobility:

Educational qualifications increasingly form the basis for the allocation of individuals to social status and social mobility. There has been steady move from one status to other due to educational attainment. The educational system is expected to provide opportunity for social and economic mobility by selecting and training in lower ones.

7. Social Development:

Skills and values learned in education are directly related to the way to which the economy and the occupational structure operate. Education trains the

individuals in skills that are required by the economy. In modern planned economy, the output of skilled people must be consciously geared to the economic and social parties of the society. That explains the vital role of education in social development

Society is defined as " A collection of individuals who have organized themselves into a distinct group."

Culture is defined as "A kind of social comment that consists of the characteristic habits, ideas, attitudes, beliefs and ways of thinking of a particular group of people." The relation of education with society and culture is very deep. Both are dependent on each other. Moreover, education may help society to become aware of its problems and provides that efforts are centered on training ' "complete men" who will consciously seek their individual and collective emancipation, it may greatly contribute to changing and humanizing societies.

The international commission further observed, "It is far more necessary today than in the past for reforms in education to have social and economic development objectives. It is hard to conceive of society developing without a renewal in education. This is valid for all societies of whatever type, whatever their predominant doctrine and however the envisage their future-- whether reformist revolutionary."

SOCIALISATION:

According to **J.S. Ross**, Socialization is the development of we feeling in associates and the growth in their capacity and will act together.

Havighurst and Newgarton defined, "Socialization is the process by which children learn the ways of their society and make these ways part of their own personality."

Society makes a child social. The co-operation of society plays an important part to socialise the child. In a society, an individual or an institution has the task of making a child worth being a part of it. These individuals or institutions are called agents of socialization. It is these agents that are responsible for educating an individual about the expectations of society from him and how he should fulfil them.

2.3. Agents of child socialization:

These are given below:

Family: For children, the process of socialization begins in the family. Family is the first source through which child commence their social communication. Things such as competition, conflict and co-operation as well as the concept of hierarchy and egalitarianism can be learned and combined through a peer group.

School: Children spend about seven to eight hours in school. So, school bears an important and lifelong impact on their socialization process. In school, children belonging to different families read together, interact various patterns and imbibe various tradition of society. Besides this their participation in educational and social functions of the school also inculcates in children, social qualities, attitudes habits and patterns of behaviour which brings about their socialization.

Religion: It is the most powerful agents of socialization of a child. Each religion has its specific virtues, rituals, dogma and cosmologies. As the child interacts belonging to his own religion and people having faith in other religions, this interaction inculcates in him sympathy, Cooperation, respect for the sentiment of others, fellow feeling attitude of adjustment leading to socialization in the true sense of the term.

Mass Media: These are methods of communication that direct message and

entertainment at a wide audience. Newspaper, magazines television, radio, the internet and movies are all forms mass media. Numerous sociological studies attest to the profound influence of mass media on socialization of children.

Games and sports: Every child is fond of play. There is more effective interaction in games and sports than is organized teaching in a class. When child plays, they inculcate various social qualities namely-sympathy, cooperation, fellow-felling, selfless service, scarifies, team spirit and many other socially desirable values develop in children to make their socialization more effective and purposeful.

As the child grows older, he learns number of socially desirable qualities namely love, sympathy, tolerance and cooperation etc. Therefore, it is vital how parents treat their children and also how parents behave in front of them, because it is through these interactions that a child will perceive and develop a sense of self. There is no denying fact that family is the fountain head of the socialization process.

Peer Groups: After the family, peer groups are like a wider and enlarged family. A peer group is a group of people of approximately the same age, sharing similar interests and probably belonging to similar background. Peer groups of a child may include his school mates, his friends at the sports club and the children staying in his neighborhood. Even through, all these groups are different he may mingle with them every single day. It enables a child to engage in experiences, which he/she would otherwise never experience within his/her family.

2.4. Sociological Aspects of Education:

First: Learning is a creative experience when a man responds to stimulate, he acts in a creative manner. In other words, education is a creative act for the learner.

Second: Education is of two ways of learning such as informal education and formal education.

Third: Formal education is a socially devised technique, a highly elaborated procedure for creating situations in which the pupil may learn individuals go through formal education only a short period of their life.

Fourth: Education is both the living of life (in the network of social relationship in the classroom and outside) and a preparation for life. Preparation of life involves (a) Capacity to earn a livelihood (b) Capacity to enrich one's life through enjoyment of the cultural heritage and of one's inner resources, (c) capacity to function efficiently and constructively as a member of society as a citizen of the state.

Fifth: Education involves (a) mastery of the tools of learning such as reading writing arithmetic and (b) mastery of our relations to our inner self, to our neighbor to the universe.

Education as social institution plays a vital role in our society. The function of education is multidimensional within the school system and outside it. It performs the function of socializing the individual for a variety of social roles and development of personality; It is also an important part of the control mechanisms of society. Education is a necessity right from the simple society to modern complex industrial society

2.4.1. Education and Different Aspects of society.

Man is a social animal. He cannot maintain his existence without society so he creates society. Society is not simply an assembly of a few or many persons. Certain things are necessary to convert an assembly to society.

The aim of the society is very extensive instead of being limited and there is a

feeling of stability in this aim. Society has its own ideals. It is the duty of every member to preserve it. The sphere of the society is so wide that all the activities of human life are included in it. A society should be conducting some such social units for safeguarding such common interests which may keep alive the feeling of unity in that geographical unit

Responsibility of education of the child lies on both state and society. In the social system of a country like Russia, the state shoulders the entire responsibility of the education of the child. In democratic countries although the direct responsibility is that of the society and it manage the education of the child through different educational institutions but ultimately its responsibility falls on the state.

Family, school, assemblies and state are different units of the society. All these have their impact on the child. This impact has an important place in the development of the child. Besides the formal education of the school, the child learns many things informally from the social environment. It is the duty of the society to make the child social and this duty of the members of the society to make the child social and this duty they should fulfil in a manner that the child does not face any difficulty in his socialization.

2.4.2: Relationship of Sociology and Education.

Sociology of education is one of the most recent sub areas of sociology. Although early educationist like **Socretes, Quintilian Alebard, Pestalozzi, Froebel and Thomas Arnold** have stressed upon the social aspects of education in their speeches and writings, yet it was only towards the close of the 20th century that a formal study of sociology of education began to give interest by

educationists and sociologists.

In 1897 **Albert M. Small** of the Chicago University, the first Professor of sociology in the United States emphasized that every teacher should be sufficiently instructed in sociology to put all his teaching in settings which the sociological viewpoint affords.

The well-known educational Philosopher, **John Dewey** in "My Pedagogical creed" (1897) expressed his belief that the school is primarily a social institution, education being a social process.

Features of Sociology of Education:

* Sociology of education is conceived as a branch of pure discipline of sociology, not of education.

* Sociology of education is not a technology of education **(Brookover)**

* The sociologist of education starts his analysis from the point of view of the society as a whole, while the educational sociologist starts with the school and expands his analysis outward **(Mercers and Carr).**

* Sociology of education is concerned with the relationship between education and society

(Hensen).

* Sociology of education would be an essential component of the effort toward general empirical theory, while an Educational Sociology would be an essential part of the effort to establish action prescriptions and normative theory **(Hensen)**

W.B. Brook over suggested these critical factors for delineating the field of sociology of education.

* It will not include all of sociology simply because sociology is good training for

teachers.

* It is not technology of education. That is, it is not applied sociology.

* Sociology of education is the scientific analysis of the educational system.

* Any adequate sociology of education must present hypothesis concerning such human relation which will provide the body of theory to be tested in research.

Chapter 3: Education and Community

Objectives

* To enable the students the relationship of education and community

* To enable the student to understand the characteristics of community

* To enable the students to understand the community as an agency of education.

* To enable the students to understand the educational function of the community and school community relationship

2.5. Relationship of Education and Community

The term Community has been derived from two distinct words 'Com' and munis, 'Com' means togetherness and 'munis' means to serve. Thus community means "to serve together". Education is a social process likewise a community cannot exist without education.

2.5.I. Characteristics of Community

* A community has a population aggregate

* It has a definite location on land.

* It should have a kind of historical heritage.

* In a community, there must be some service Institutions like Panchayats, Schools, Cooperatives and shops etc. These institutions help people in maintaining themselves, people in a community work in a cooperative manner. This cooperation helps people to make progress and to have security in life.

* In a community there is the spirit of unity. By this spirit people are bound together by fellow feeling.

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* In a community, people share a common mode of life implies a common way of using leisure time and community resources.

Definitions.:

"A community is everybody, adults and children, social and non-social persons living in a certain territory where all share a mode of life but not all the conscious of its organization or purpose. A society is a kind of community (or a part of community) whose members have become socially conscious of their mode of life and are united by a common set of aims and values"- **A.K.C. Ottaway.**

"A community may be thought of as a total organization of social life within a limited area"- **Oghurn and Nimkoff.**

"A community is primary group resulting from the social contacts, largely direct of those residing in a more or less definite but relatively small area as the residents meet one another in the interplay or the various activities carried on by them. - **Alvin Good.**

Community or society is not something static. It is dynamic. Frequent changes occur in it and they interact on the school. The school cannot work alone. The community does contribute to the education, which goes on in the school. Whether the two work together or not, whether they too work consciously or unconsciously, positively or negatively they affect each other. This interaction of the two requires a little elucidation.

As truly as the community affects the school so does the school affects the community.

In the words of **Brownwell,** "Community is meant a small diversified group of people, male and females with different skills and abilities living together as kin-neighbours".

According to **MacIver and Page**, "Community is an area of social living marked by some degree of social coherence. The bases of community are locality and common sentiment". From the above definitions, following characteristics of a community.

i) Community has a population

ii) Community lives in a territory.

iii) Community has a historical heritage.

iv) Community shares a Common mode of life.

v) Community provides different kinds of services to its members through its various institutions.

vi) The members in the community work in cooperation and help each other in times of need.

2.5.2 Community as an Agency of 'Education'

Community educates its members for its maintenance and progress. It plans its progress and development by providing purposeful and effective education to the children. It is quite obvious that school and community influence each other and there is constant interaction going on between two institutions. Community as an important, informal and active agency of education influences children in the

following way.:

1.   **Impact on Socialization**

Community socializes its members often directly and occasionally in an indirect manner. For this, purpose, it organizes different fairs, festivals and other religious ceremonies, from these institutions, children learn the social customs, tradition and beliefs in a natural way. They also develop the virtues like cooperation, sympathy, social service, sacrifice, social adjustment and tolerance. They learn the importance of rights and duties in life.

2. **Impact on Cultural Development.**

Culture may be defined as the common way of life led by the people of a particular community. Hence, each community has its own community. Their knowledge, of culture can be tested from their language, pronunciation and behavior.

3. **Impact on Democratic Values:**

In order to inculcate democratic values in the minds of the students the community organizes meetings and conferences in which great political leaders participated. Thus, children gain knowledge about political activities going on in their country and also learn the value of democracy in life.

4. **Impact on the Development of Health**

Children learn about health values both at home and also in the school,

community environment contributes a lot towards the health and physical development of children. Community establishes hospitals by the help of the local bodies to keep children healthy and free from disease. It also builds parks, gardens and playgrounds for the physical development of the children. Thus, the community contributes a lot for the protection and health of the children.

5. Impact in Mental Growth.

To help children in their mental growth some communities organize libraries, reading rooms, symposia, exhibitions, conferences, literacy and artistic activities etc.

6. Impact on vocational Development.

Community works as the first school of vocational development. People of a particular community are engaged in varieties of vocations; children imitate these activities and choose any of these for their future life. They also develop efficiency in such vocations.

7. Impact of different agencies of the community.

In each community, there are different agencies which influence the life and activities of the children. These include cinema, Television, Radio, Zoo, Museums, Libraries, Newspapers and Magazines etc. From these agencies children receive education in different branches.

8. Impact on Moral Development

Childhood is known as the period of imitation. If the environment of the community is bad, children will imitate bad habits. If is good, children will develop good habits. A good and wholesome environment of a community will help children in their normal upliftment.

2.5.3. Educational Functions of Community.

Community is an agency of education, which provides first hand learning experiences of different kinds. The community with its various resources can enrich and supplement learning. A community performs some specific functions as an agency of education.

1. Provision of all Types of Education.

It should be the responsibility of the community to arrange Primary. Secondary and University education by opening schools and colleges. So that there may be facilities for everybody to get education according to his tastes and abilities.

2. Provision of Universal Education

Community should make arrangements to provide free, compulsory and universal education to all children belonging to the age group of 6 to 14. Thus, illiteracy and ignorance can be eradicated from the community.

3. Provision for Equal Opportunity for all.

It is the sole responsibility of the community to provide equal opportunity for

all in the field of education. No discrimination should be made and no restriction should be imposed by the community on the basis of caste, creed, color, sex or religion.

4. Provision of Vocational and Industrial Education.

To help the members of community to get future employment, the community should make provision for vocational and technical education.

5. Provision for Adult Education.

To enable the dropouts to receive education and to eradicate illiteracy, community should make provision for adult education.

6. School Community Relationship:

It is obvious that school and community, influence each other and there is a constant interaction going on between these two institutions. Every community has a school in order to teach the new generation things that are desirable socially economically and culturally. It determines the aims of education, approves and guides the educational process followed in schools, makes provision for educational finance, constructs suitable curriculum, makes provision for educational research etc.

Interaction between school and community.

Community

1. The Community opens and maintains school.

2. The community has a certain philosophy or objective of life.

3. Community requires various categories of workers, doctors, engineers, lawyers, scientists etc.

4. Community provides the traditional culture.

School

1. The school fulfils the educational needs of the community.

2. The school translates the philosophy of the community into practice by educate the children accordingly.

3. The school prepares the children for taking up various jobs and services by the community.

4. The school balances purify and simplifies the complex activities of the traditional community. It also enriches its traditional culture.

2.5.4 : School and community Relationship

Close relationship between the school and community is all the more necessary because all societies cannot provide equal facilities for the development of children. The means of every society is different according to circumstances.

Since the school community relationship as already stated, is a "two-way-traffic", its first phase is to bring the community to the school. In other words, community should be closely associated with the school programme. Parents should be acquainted with the ways in which children grow, the objectives of the school and the means being used to achieve them.

There are many ways of bringing the community to the school. The relevant practice in some of the schools, so far, has been the school and community consist largely of inviting parents and other members of the community to hear official reports, witness, attractive eye -catching or see well staged athletic events and certain display activities. Adequate relationship must be developed through various methods.

Parent Teachers Association.

The chief instrument of bringing the school and community, on the same rostrum is the formation of Parent-Teacher Association.

Informal Visit by the Parents:

Apart from planned situations as mentioned just now encourage and welcome the parents as informal visitors to the school so that they may observe their children in a variety of situations.

Parent's Group-meeting:

These are "grade level" meeting of teachers and parents of a class or grade of

children. A grade level meeting is most effective as the teachers in charge of a class have all available knowledge about the emotional, social moral and intellectual climates in which an individual child lives.

Inserting the children in the community:

In planning a life centric curriculum, it is presumed that school, community link is being maintained. Every community has a large number of resource persons, who have particular information concerning specific field. These resource speakers must be invited to the classroom or auditorium to present coordinated ideas about their own field, which will be definitely superior to the description in book or of the instruction.

Besides the school serve community in various ways:

1. Organizing social service programmes social-service activities are very vast and may be grouped under the following heads: -

i) **Physical activities:** The students may be asked to clean the lanes and homes of the locality, to construct open air theatre, to dry up marshy lands etc. There activities have immense educational and social values.

ii) **Cultural Activities:** The school should organize seasonal national and cultural festivals and invite parents to attend these. The elders and experienced persons of the locality may be asked to address the audience.

iii) **Campaign against social evils:** Periodical campaigns by the school may be organised and the evils of drinking, gambling and borrowing pointed out.

iv) Literacy Campaign: Night classes or leisure time classes for the adults may be started and conducted by the elder students of the school and teachers also.

v) Miscellaneous Activities: Social service by the students may be rendered during fairs, floods epidemics etc. Local surveys may take the form of projects like the extent of literacy in the locality, cleanliness, living conditions in the homes and the like. The school may serve as a "**cleaning house**" as **K.G. Saiyidain** points it, where teachers and parents of the boys meet and discuss in a friendly way their problems- social, economic and educational with which they are faced and in which both are interested.

2. Utilising school Building: If the above-mentioned programmers are organized in the school premises, it is very much desirable. Besides at places where there is no public library, the school should consider the possibility of throwing the school library open to the public after school hours.

3.   Labour and social service Camps.

Every encouragement should be given to each school to develop its own programme of social service. Labor and social service camps will run through the year (except during the monsoon season when outdoor work will not be possible) should be organize in each. A special organization may be set up in each district under the direct control of the district educational officer.

4. Principles of organizing Programme for serving the community:

The work of planning and organization of these programmes should be undertaken very carefully before hand by the teachers and students in

collaboration.

* Programmes should be so varied that they give scope for many students to participate in them.

* Cooperative aspect of the work should constantly be emphasized.

*The quality of the work done by the students should improve gradually.

* Lastly the students must be made to feel that year after year they are not merely carrying out a routine activity, but they are doing something which are really useful to the community.

Self-Assessment Questions:
Essay Type Questions

1. Explain, the meaning and characteristics of community.
2. Describe how community is an Agency of Education?
3. What are the educational functions of community?
4. There is a close relationship between community and school- Justify.

Short Answer Questions.

1. P.T.A. (Parent Teacher Association) in school

2. Social services at school

3. Four important characteristics of community.

Chapter 4: Education and Culture

Objectives

* To enable the students the meaning of culture.

* To enable the student to understand the role of Education in the preservation, transmission and promotion of culture

* To enable the students to understand the interrelationship between education and culture.

2.6.   Meaning, Nature, Definitions

The term culture originally meant the cultivation of the soul or mind. It also signifies man's moral, spiritual and intellectual achievement. Education as a part of culture has the twin functions of conservation and modification or renewal of the culture.

* According to **Bogardus** "Culture is composed of integrated Customs, traditions and current behavior patterns of human group". Culture is the stock in trade of group. It is a medium within which individuals develop and mature.

* According to **Hobe,** "Culture acts as an integrated system of learned behavior patterns, which are characteristics of the members of a society and which are not a result of biological behaviors."

* According to the renowned sociologist **Cuber** in terms of anthropology, "culture is a continually changing pattern of learned behavior and the products of learned behavior including attitudes, values, knowledge and material objects, which are shared by and transmitted among the members of society."

Taylor defined it as "Culture is the complex whole which includes knowledge beliefs, art, moral laws and others."

In terms of **Birstedt** "Culture is that complex whole that consists of everything we think, do and have as members of society."

Culture is necessary because different elements and things included in it, fulfil human needs in one form or the other. Hence culture is necessary for the human race on this basis alone.

Every person is influenced by his geographical environment. But every person has to take the help of culture in the natural environment, around him.

Culture has its impact on the mental, physical and social development of man. Society helps in development of personality.

Jawaharlal Nehru : Points out that, " Culture is the widening of the mind and of the spirit"

The University Education Commission 1948-49 defines culture as "an attitude of mind, and inclination of the spirit."

According to **T.S. Eliot,** "the term culture includes all the characteristic activities and interests of the people.'

Gandhiji has described culture in these words," Culture is the foundation, the primary thing. It should show itself in the smallest details of your conduct and

personality behaviour how you sit, how you walk, how you dress etc. Inner culture must be reflected in your speech, the way in which you treat visitors and guests, and behave towards one another and towards your teacher and elders".

D.A. Hobbs and **S.J. Blank** define culture as, "Culture refers to all those ways of thinking, feeling and behaving that are socially transmitted from one generation to another".

2.6.1 Education and culture

Culture is closely related to education. The educational system of any society has a clear impact on its culture. The basis of educational system of a society are its needs and they are fulfilled by education. Culture has its impact on education. This proves the close relationship of culture and education. Social customs, traditions, institutions etc have a direct impact on our activities like thinking, understanding, remembering doing etc. A person tries to adopt those elements quickly which are highly recognized in society and are important part of culture. A person tries to remember only those things which give prestige and honor in the society and wants to forget those things which bring opposite results. It is the characteristics of culture that it motivates man to remember and adopt recognized things and forget the things unrecognized by the society.

The needs of society which is less developed are confined to earning a living, internal and external defence and worship God and Goddesses. These needs are learnt by experience and for them no formal education is needed. With the culture becoming complex, it needs formal education for transmission of knowledge from one generation to the other. In order to fulfil this need, special educational

institutions are required, such institutions are called schools.

Culture, Education, Society and Personality are co-related with each other, since culture affects the development of personality the form of education is affected by the form of social culture. In the society the sources of education are also other than the schools.

By culture we mean the system of norms and standards that a society develops over the course of many generations and which profoundly influences the everyday behavior of people in that society. The purpose of culture is to give to the society by conscious process of learning and experience, patterns of behavior which are found useful for a harmonious existence and smooth functioning in all occupations and interactions and thereby ensure individual and group survival and perpetuation. It is the integrated social, biological and ethnic modes of behavior of a group or a society.

2.6.2 The characteristics of culture:

George Peter Murdock has stated the following characteristic of culture.

1. **The learned Quality:** Man is not born with culture. Hence, it is a learned process and man molds himself according to his environment.

2. **The Transmitter Quality:** Culture is transmitted from person to person. The individual is molded according to his family and society of which he is the member.

3. The social Quality: Each society has culture. Each member of the society is dependent on the other and each expects from the other. This expectation binds the society.

4. The quality of Idealism: Culture is based on some ideals and each generation acquires it from its predecessors and each member has to follow it.

5. Gratifying Quality: Man as a member of the society has various needs and these needs are satisfied by the culture.

6. The Adaptive and Integrative Quality: Each culture tries to adopt the qualities from outside, its own environment. The contact of two or more cultures takes place and this interaction lends the adaptive quality to the culture. The different aspects of culture join hands to form a whole integrative culture.

7. Culture is always idealized: Human beings are continuously refining and polishing their behaviour action and thought. Culture stands for ideals and norms of human behavior.

8. Culture Meets the Recurring Demand of Mankind: Culture meets the various recurring demand of reproduction nursing an infant to maturity marriage and finally disposal of the dead. All their demands are met by culture from generation to generation. Culture points out the smooth way to meet the perceptual demands of individuals.

However, culture has few more characteristics, which are as follows:

* **Culture is social;** it does not exist in isolation. It is a product of society. It develops through social interaction. No man can acquire culture without association with others.

* **Culture is shared.** It is not something that an individual alone can possess. Culture is sociological sense, which is shared e.g. customs, traditions, beliefs, ideas and morale etc. are all shared by people of a group of society.

* **Culture is learnt:** Culture is not inborn. It is learnt, culture is often called "learned ways of behaviour. Un- learned behaviour is not culture.

* **Culture is transmissive.** Culture is transmissive as it is transmitted from one generation to another. Language is the main vehicle of education. Language in different form makes the possible for the present generation to understand the achievement of earlier generation. Transmission of culture may take place by imitation as well as by instruction.

* **Culture is Dynamic:** No culture ever remains constant or changeless. It is subject to show, but constant change. Culture is responsive to the changing conditions of the physical world. Hence culture is dynamic.

* **Culture values differ from Society to Society:** Every society has a culture of its own. It differs from society to society. Culture of every society is unique to itself.

* **Culture is continuous a cumulative**: Culture exists as a continuous process. In its historical growth it tends to become cumulative. Sociologist **Linton** called

culture "the social heritage" of man.

2.6.3 Relationship of culture and Education.

Associations of Education and Culture: Culture is closely related to education in which educational system of any society has a clear impact on its culture, culture has its impact on education e.g. in a communistic culture in which materialism is more powerful than spiritualism. It means the mode of education is towards material progress.

Culture based Education (CBE) are also more likely to put cultural skills to use in their communities and report higher level of trusting relationship with teacher and staff, underscoring a deeper sense of belongings at school.

The ultimate relationship between culture and education is evident from the fact that one of the major aims of education is to educate the child about his cultural heritage.

Every individual is born in to a particular culture, which provide him definite pattern of behaviour and values, which guide his conduct in different walks of life. Then culture plays an important part in man's life in the adaptation to the natural environment, in the adaptation to the social environment, in the development of personality and socialization.

Relation between culture and Education:

According to **Wodkowksi** (1995), "teachers must relate teaching content to the

cultural background of their students if they want to be effective in multi-cultural class room".

The framework for culturally responsive teaching addresses the bond if motivation and culture and analyses some of the social and institutional resistance to teaching based on principles of intrinsic motivation.

Our emotions influence our motivation. In turn our emotions are socially through culture. The deeply influence of language beliefs. A value and behaviour that pervades every aspect of people's lives e.g. one person working at a task feels frustrated and stops, while another person working at the task, feel joy and continues. The response of a student has to be a learning activity reflects his or her culture, because culture differs in their definition, hazard, opportunity and gratification and in their definition of appropriate response.

2.6.4 - Impact of Culture on Education

Culture and Education both compliment and supplement to each other in various aspects. Followings are some of the influences of culture on education.

1. **The Aim and Ideals** of education are mostly determined by the values and patterns of society.

2. **Curriculum is** conditioned according to the culture of society. It is framed according to the ideals and needs of the society to realize the cultural values.

3. **Methods of Teaching and culture** are intimately connected. The changing cultural patterns of a society exert powerful influence upon the method of teaching also. The shift from old teacher centered teaching to child centered

education is an example. Socialized methods like project method seminar, symposium, discussion etc are widely used in the teaching learning process because of the influence of culture.

4. Discipline is also influenced by the cultural values. The present cultural patterns of thinking and living are directly linked to our concept of discipline.

5. Text Books which are written according to the formulated curriculum and promote and foster cultural ideas and values which are welcomed.

6. Teacher the one who has imbibed the cultural ideas and values of the society only can achieve this mission successfully. Only such teacher is able to infuse higher ideals and moral values in children.

7. School is a miniature of society; the total activities and programmes of the school are organized accordingly to the cultural ideas and values of society. Hence, school is the center of promoting, moulding, reforming, and developing the cultural pattern of society.

Chapter 5: Education and Values

Objectives

∗ To enable the students, understand the meaning nature of values

∗ To enable the students value development, different programme in values

∗ To enable the students the classification of values.

2.8. Meaning of Values

"To Value", in the words of **John Dewey** "means primarily to prize to esteem, to appraise, to estimate. It means the act of cherishing something, holding it dear and also the act of passing judgement upon the nature and amount of its value as compared with something else."

Ralph Bartoon Perry defines value as the relation of an object to a valuing subject. If the art of valuing means liking desiring, then value is any object of any interest.

Lindzy defines "Value" as a "person's idea of what is desirable, what he and others want, not necessarily what he actually wants."

A. Maslow in the **Further Research of Human Nature** (1982) said, "Values are defined in many ways and mean different things different people. As a matter of fact, it is so confusing semantically that, I am convinced we will soon give up these catches all word in favour of more precise and more operational definitions."

In the words of C.F. Kluckhon (1959) "Value is a conception, explicit or implicit, distinctive of an individual or characteristics of a group of the desirables, which

influence the selection, from the available means and ends of action."

The **Dictionary of Education (1959)** defines values "as the things in which people are interested- things they want to desire to be or become; feel as obligatory, worship or enjoy."

 Kane (1962) States "Values are the ideals, beliefs or norms which a society or the large majority of a society's members hold."

Man is a purposive being with an essential nature of approving or disapproving nature, appreciating or depreciating everything that he sees, does and feels. Everything in life makes its multiple impacts upon man for better or worse. Every one of us has needs, urges and aspirations. Anything that fulfils the needs, satisfies the urges an helps us in realising, the aspirations, has value. Everything, therefore is of value or disvalue to man and he has been, since the hoary past making efforts to evaluate as validly and as wisely as he can.

Nature of Values:

* Values are the standards or guidelines for an individual's life.

* Value is influenced by individual's experiences, desires and specific situations.

* Value steers our life's journey

* Values are not static

* Values are acquired sub-consciously in many ways.

* Values are modes of organising conduct.

* Values possess both cognitive and effective dimensions.

* Values can be structured and restructured through processes of reflective thinking.

* Values energise individuals to action.

* Values are organised into value systems. The total number of values that constitute an individual's value system is not very large.

* The value of a thing is on account of the fact that the thing has the power to satisfy our desires.

* Anything has a value if it relates to the purpose of an individual which he has in his life.

* Anything which has utility has value.

* Values are felt sometimes partly and sometimes wholly.

* Values are helpful for survival

* Anything which is helpful in organising society is called value.

* Values are influenced by emotions.

* Values are derived from several sources.

* Values mean different things to different people.

* Values depend upon religious considerations

2.8.1 Values in context of Education:

While every aspect of man's life has values, education having the greatest impact on man has the greatest value. Education "Seeks to secure for the man things that are good instead of bad conditions that satisfy instead of annoy, activities that are right and beneficial instead of wrong and harmful. Value or significance of things depends upon how they satisfy our desires, wants, cravings

and urges. A thing or a condition or an act is more valuable or more worthy or better than another because it satisfies wants more fully, or satisfies more wants, or causes less deprivation of wants. (EL**. Thorndike, and A.I Gates,** Elementary principles of Education: The **MacMillan Co, New York**, P.16-17) Education is therefore concerned with values that satisfy the desires, wants and aspirations.

Values in Narrow and Wide Sense.

In the context of education, values have got narrow meaning and also, they have wider meaning. In the narrow sense educational value are coterminous with educational aims. In the wider sense, however values influence every aspect of educational process, technique policy and procedure. Apart from instructional aims, the questions of teaching method, motivation for learning, the selection of curriculum, the use of textbooks, the type of discipline, administration and supervision are questions of values. There are always some values which arouse, sustain and perpetuate interest in learning particular things or facts. Values determine what we should do and how we should do. We always feel interested in those values which make a difference in our lives and which we can progressively explore and apprehend.

2.8.2. Classification of Values:

Values are classified in various ways

* Aesthetic Values   * Biological Value

* Emotional Values   * Truth, Beauty and Goodness as values

* Spiritual values   * Intrinsic values

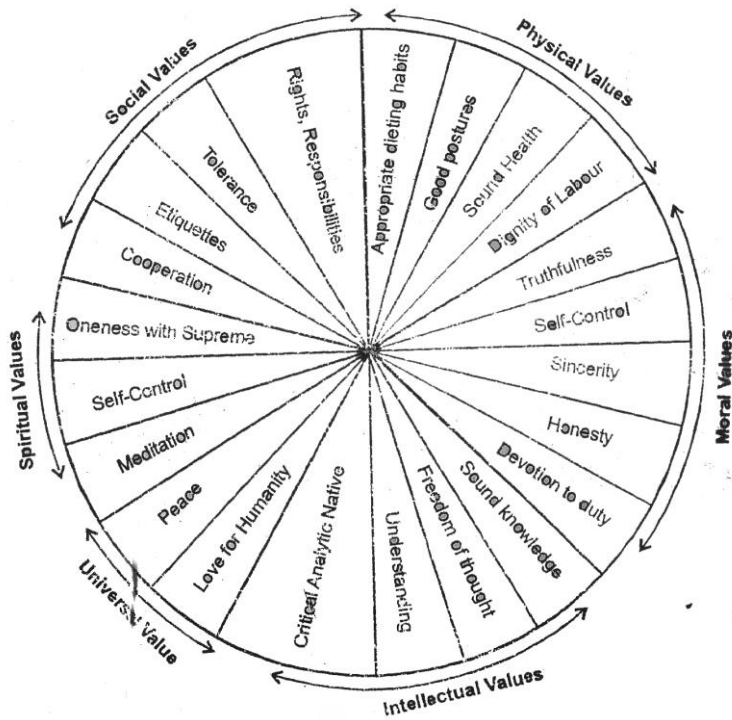| * Physical values	* Cultural values
* Moral values	* Economic or Material values
* Health values	* Religious value
* Scientific values	* Intellectual or mental value
* Educational values	* Ethical values

Fig.2 : Human Values

Swami Vivekananda has laid stress on the following values.

* Cultivation of heart
* Fearlessness
* Non-injury
* Purity not only personal purity, but social purity.
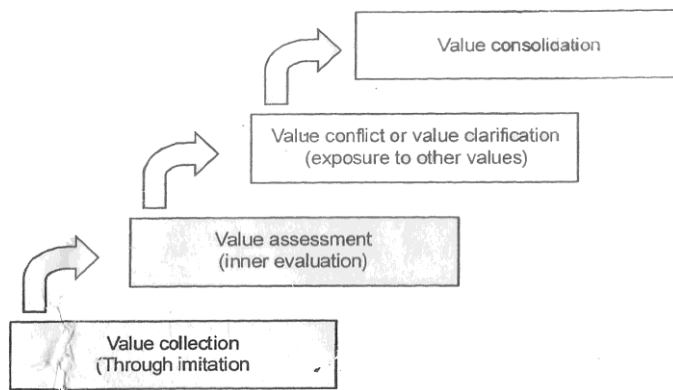* Self-sacrifice
* Service to others

Fig. 4 : Stage of Value Development

2.8.3 Educational, Programme in value at Different stages

At Elementary stage

* The school assembly, group singing, practicing silence and meditation

* Simple and interesting stories about the lives and teaching of prophets' saints, and sacred texts of different religious

*Field activities like game and sports, social works leading to the attitude of service (Seva)to humanity and other creatures and even to nature.

* Cultural activities, plays etc on appropriate theme.

At the Secondary and Higher Secondary stage:

* Morning assembly, reading from books of wisdom, great literature or an appropriate address by a teacher or a guest speaker.

* Essential teaching of major world religions, comparative study of the philosophy of religion

* Social service during holidays outside school hours

* Community singing programmes, National Integration camps, the National Social Service, National Cadet Corps, Scouts, Guides programme.

* Cultural activities play, debates etc. on appropriate themes.

A school may organise joint celebrations of the important occasions and festivals of major religious and cultural groups.

Role of Education in Value crisis:

The **National policy on Education** (1986) and as amended in 1992) observes, "Every country develops the system of education to expect and promote its unique socio-cultural identity and also to meet the challenges of the times. There are moments in history when a new direction has to be given to an aged old process. That moment is to day".

NPE has further observed. "Education has an acculturating role. It refines sensitivities and perceptions."

Strategies Recommended by different commissions and committees.

* **Sri Prakas** Committee (1959-60) has made the following recommendations:

i) **Need of teaching Moral and spiritual values**- The teaching of moral and spiritual values in educational instruction in desirable and specific provision for doing so.

ii) **Removing the defects of home**- It is suggested that through mass media, Such as leaflets talks on radio and through voluntary organizations the faults of our homes should be pointed out and instruction should be given as to how these can be removed.

iii) **Silent Meditation-** It would be very desirable to start work every day in educational institution with a few minutes of silent meditation either in classroom or in a common hall.

iv) **Preparation of useful books.**

Suitable books should be prepared for all stages Primary to University. Books should be with the basic ideas of all religions as well the essence of lives and teachings of the great religious leaders, saints and philosophers.

v) **Co-curricular Activities:** In the course of co-curricular activities learned and experienced person should be invited to deliver lectures on inter-religious understanding.

vi) **Emphasis on good Manner**: Special stresses should be laid on teaching good manners, reverence and country which are badly needed in our society.

2.8.4: Different School Programmes to be organized for values.

i) Celebration of national festivals

ii) Social service programmes

iii) Emphasis on the unity$_{62}$of all religions, harmony among communities and

national integration

iv) Development of Scientific temper

v) Community Prayer in the school

vi) Health and cleanliness programmes

vii) Socially useful productive Work (SUPW)

viii) Citizenship training programmes

ix) Student Self-government in schools

x) Introduction of Information Technology

xi) International Understanding
xii) Appropriate teaching- learning situations

xiii) Cultural and recreational programmes.

Role of the Teacher

The teacher of a modern School has to play a very important role. Acquisition of values goes on constantly in the school and outside through many different activities like instruction, relationship with pupils, co-curricular activities etc. Values are also transmitted through general tone of the school and the prescribed syllabus. A teacher should remember some principles for this:

1) He/ She should help to create an atmosphere of love trust and security in the school.

2) He/she should have knowledge of child development and its development characteristics and adopt methods accordingly.

3) He should organize value education indirectly through different co-curricular activities.

4) Teacher should develop his personality to influence his students.

5) Teacher should be honest in his dealings with the students

6) Teacher should develop national deliberation and thought among the students.

Self-Assessment Questions

Essay type Questions

1. Explain the nature and classification of value.
2. Meaning of value
3. Explain cultural value.
4. Role of the teacher in value education, Explain.

Short Answer questions
1. Value Education
2. Value Education in School.
3. Values at Elementary stage

Chapter 6: Education in relation to International Understanding

Dr. Walter H.C. Lawis, a former Deputy Director General of UNESCO in his address to the American Association of Teacher Education in Chicago in 1956 stated, ". International understanding in the ability to observe critically and objectively and appraise the conduct of men everywhere to each other, irrespective of the nationality or culture to which they may belong. To do this one must be able to detach oneself from one's own particular cultural and national prejudices- and to observe men of all nationalities, cultures and races on equally important varieties of human beings inhabiting this earth."

If the world of sorrow, cold war and competition is to be converted into a world of smiles, co-existence and co-operation, then international understanding is essential. The present ills of humanity are due to misunderstandings. Misunderstandings lead to dissension; dimension led to war and wars destroy things that we prize in life-peace, prosperity, culture, civilization, etc.

In the words of **P. E. James** an "Industrial society, by its essential nature is global in its scope and international in its needs. If it is to survive it must draw upon all the world resources and the entire world's people must share its benefits. Our way of living is dependent on the coordinated economic activities of distant people. This is the concept of one world of the community of inter dependent peoples." Man must learn to live together; constructive cooperation is the only alternative if the humanity has to be made happier. If the world is to be saved from dissensions and catastrophic, education will have to play a vital role. Only through education and correct education can the people learn how to live in a world community.

Education is a powerful force in alleviating misunderstandings, tensions and persecutions arising out of variations in peoples and in culture. It must, therefore, include in its programmes, those knowledge attitudes and skills which enable the children to understand some of the global relationship in the modern world.

2.10.1. Implications of International Understanding

For promotion of international understanding it is essential to,

1. **Know and understand** how people on other lands live;

2. **Recognize the common** humanity which underlies all differences in culture;

3. **Work for a fair** and just world-order with security, freedom and fair-play for all people

4. **Maintain:** interests in world affairs;

5. **Recognize** and help to solve world problems according to practices of democracy;

6. **Appreciate** the contribution of all people to world citizenship and that there is a human culture;

7. **Combine love** of one's own country with a broad social consciousness towards the problems of the world;

8. **Understand** the economic and the cultural factors which make the world an inter-dependent community of nation;

9. **Respect** the dignity and worth of men by giving him equality of rights and opportunities;

10. **Take** world as one unit;

11. **Realize** that truth alone triumphs and leads to human progress and prosperity;

12. **Believe** in common values and goals for the world community;

13. **Understand** that victories of peace are greater than victories of war.

"In education for international understanding, we should try to promote a comprehension of the ways of life, the values and the aspirations of all peoples of the world," including those of ourselves.

2.10.2. Ways and Means of Creating International Understanding:

Having established the 'why' and 'what' of international understanding, it is desirable to find out the 'how' of this understanding. The precise manner in which the schools can foster this has to be searched. Teaching for world understanding should pervade the whole programme curricular, co-curricular activities and experiences of the school. All the teaching subjects and teaching learning process can be so fashioned and planned that the children can develop world mindedness. Some fruitful approaches can be gathered from the following observations.

Do not create misunderstanding:

International understanding can be created through negative as well as positive approaches. Students must be taught to use their eyes and their ears with sufficient intelligence to distinguish fact from propaganda and to substitute comprehension from prejudice. Negative and tension-producing statements should not be made. Friendly and constructive statements tend to produce good will. International goodwill can be established if efforts are made universally.

Teach them Social Studies:

Special emphasis should be placed on the international organisation the UNESCO whose main concern is maintenance of peace and the promotion of human welfare. UNESCO's function and achievements must be impressed upon

the minds of children from time to time. Emphasis should be placed on the use of earth's resources, ways of living cultural contributions, and the problems, advantages, and responsibilities of world citizenship. Almost every unit or topic in the social studies should be approached not through the stand point of narrow nationalism but from world mindedness.

Teach social Implications of science:

In teaching science its social implications should be emphasised. It can be impressed upon the minds of children that it is science which has brought the nations close and closer to each other. Science has conquered distance, disease and labor. Natural resources have been tapped for the use of man.

Humanistic spirit of Art and literature:

Art and literature have universal appeal as thy portray the failures and achievements of man. The children can enter into the feelings of another nation by studying Art and literature. They can compare of other countries and learn great lessons.

Teach an International Language:

Respect for other people is sure to come if we study language spoken by the majority of people. Emotional attachment is increased with a nation if we know their language. We understand them better and appreciate them better. It serves as a stimulus to know other people.

Create a habit of thinking: Habit of independent thinking will enable the children to weigh between right and wrong. They will try to judge a situation or an event critically in the true perspective and will not thus develop prejudice.

Eliminate Fear and Distrust: Our education must enable the children to realise the brotherhood of man and the father hood of God-Methods of discussion and recognition of basic values of life are sure to eliminate fear and distrust of basic

values of nations.

Teach specialized Course: In this course may be included the knowledge about major world powers, countries against which children have certain prejudices or have title knowledge, countries which have influenced. Children must be acquainted with the organizations for international cooperation. Purposes, accomplishments and structure of UNESCO will be of great significance for children. By participating in the work of junior Red-cross, they find out a great deal about and develop feelings of friendship towards the children in other parts of the world.

Plan of concrete Experiences: International understanding can be fostered by providing children the opportunities to apply their learning within the setting of their daily life activities. Prolific use of books, pictures, films and filmstrips about other countries in sure to promote international understanding. The biographies of great men and women who fought to establish peace in the world will be great incentive to the children. Celebration of UNO Day, children's Day, and Armistice Day etc. will have salutary effect on the minds of children and their respect for peoples of the world will enhance.

2.10.3 Primary Education as the Foundation of International Understanding:

The foundation of international understanding can be laid in the Primary School indeed, it is especially important that, effective work be done at this level, first because during these years children form fundamental attitudes which they carry with them into adult life, and second because most of the world's school children do not continue beyond primary stage.

Social Studies:

Stories of lives of great men and their main contribution to the world, i.e. those who have been fighters for freedom; who have moulded the destinies of a nation; great philosophers and saints and an effort should be made to emphasise their universal outlook, and love for humanity. In this could be included lives of Rama, Krishna, Budha, Jesus, Mohammed, Kabir, Vivikananda, Dayanand etc as saints and religious reformers; Mahtma Gandhi, Nehru, Kennedy, Tolstoy, George Washington, Sunyear sen. Lenin as fighters for freedom.

General Science:

This could include topics on our daily necessities like food, water, air, weather, common diseases of mankind may be included through which reference could be made to what FAO, UNICEF, CARE, WHO and IMF are doing for us.

Mathematics: The story of numbers, the history of lines the story of Arabs, Indian, Greek and Egyptian mathematicians may be told and simple projects may be devised.

Language: Books on language could also include the lives of great personalities of the world who have not been touched upon the social studies.

Middle Stage:

a) **Teaching of social studies: Social** studies are taught as an integrated subject. Different units may deal with topics on "our Rights on duties of citizens" of free India (for class VI) and later of in the world in class VIII or IX. The study and teaching of Human Rights would be possible in this context.

b) **Reading Newspaper and Books:** This could very well be a topic for class VI and include the work done by UNESCO towards paper and print.

At this stage, it will also be possible to make a comparative study of the religions of the world. In Class- VIII Common doctrines and tenets could be emphasised, eg. the Ramayan, Gita, Bible, Qoran and Guru Garantha Sahib along

with Zoroastrianism and great personalities like Mahatma , Budha, Sankarcharya, Nanak, Kabir, Ramananda and chaitanya, Vivekananda, Swami Ram Tirath of India and in the same way other countries could be introduced.

Higher Secondary Stage:

International Understanding could be promoted through History and Geography too, but civics and Economics provide an easier ground for pointedly teaching about the United Nations and its various agencies.

Topics like nationalism and internationalism in variably form part of the civics syllabus as well as the UNO, the former League of Nations and so on. Through a study of science,
mathematics language and arts a fairly comprehensive study of the people and their worl may be made by the children of the higher secondary classes.

In science, they can have topics on mechanism, transfusion of energy, rockets, space crafts, evolution of earth. Story of man and life on earth through which the work of various organizations can be taught. In an Art class children can be asked to learn the dress, costume and ornaments of people of other countries and make pictures of various facts of their life and exhibit them in the school.

2.10.4 Other Activities

Some activities are suggested:

1. Reading materials based on: Folk tales of different parts of other countries, stories of children of other lands, Fairy tales simple stories based on epics and mythologies of the other countries, telling about famous men and of other countries, often in connection with anniversaries.

2. Dramatising stories from other lands

3. Singing and performing action songs and dances from other lands.

4. Collecting pictures, handicrafts, household objects, dresses etc of other lands.

5. Organising exchanges at the school level of albums, toys pictures, recorded music, children book, children' painting and drawings.

6. Fieldtrips to museum, ports, market, educational institutions, wherever possible

7. Establishing contacts between schools of different communities and nationalities located in the surrounding area.

8. Mutual exchange of children's games between schools of different regions.

Self-Assessment Questions

Essay type of Questions

1. Explain the meaning of international understanding?

2. What are the hindrances in international understanding?

3. Explain ways and means of including the values of international understanding

Short Answer Questions

1.   Different activities to be taken in school Programme
2.   *Implication of programme of International Understanding.*

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Chapter 7: Education as related to Democracy and Freedom

Objectives

*To enable the students to understand the meaning and characteristics of democracy

*To acquaint the students with the way of inculcating democratic values among students

*To enable the students to understand the relation of Education with Democracy and Freedom.

4.0. Concept and Ethical Dimensions of Democratic Education

The central point of the democratic philosophy of education can be best understood from its etymological derivation- **"Demos"** which means the people and **"Kratis"** which means power. Thus, the combination of these two Greek words means rule by the people.

Democracy refers both to a political system and a political aspiration. As a name for a political system, it refers to the fact that the people themselves rule in some sense. As an aspiration, it stands for the desire to deepen and extend the ideals of self-government. Democracy refers not only to a system of government but also to general way of life itself. It has ethical, political, social and economic aspects.

"Democracy is government of the people, by the people and for the people"-

Abraham Lincoln.

"Form of government in which supreme power is vested in the people and exercised by them or indirectly through a system of representation usually involving periodic free elections"- **Encyclopaedia Britannica**

Ethical dimension of democratic education:

Some of the ethical dimensions of democratic education are (i) Dignity of the individual (ii) equilibrium, (iii) Brotherhood (iv) Freedom, (v) Faith in the educability of man, (vi) Cooperation of individuals to group welfare (vii) Character to and intelligence to form judgements (ix) good citizenship.

i) **Dignity of the individual: -** The individual must be respected. It means treating an individual as an end, promoting his best development. "To liberate and perfect the intrinsic powers of every citizen is the central purpose of democracy and its furtherance of individual self-realization is its groups of glory." Individual should have full play for all his faculties' exception so far as they do not clash with the interests of others.

(ii) **Equalitarianism:** This is very important 'ism' of democracy envisages equal opportunities to every member of the society for realizing and enjoying his own capacity and aptitudes. Every child has a fair chance to take advantages of the opportunists. Equalitarianism in education does not mean identicalism in education. Educational opportunists should be equal, not identical. A child with aptitude for science should have opportunities for the study of sciences. A child with inclination towards art or sculpture must have

opportunities according to his abilities.

iii) **Brotherhood:** If all the members of the society realize that they are the creations of one God, they are sure to inculcate democratic trends in them. Justice, Love and fairness and equity are the fruits of prosperity. Unless an individual gets an idea that he belongs to **"Humanity"** he cannot be democratic. The realization of brotherhood of man and fatherhood of God is the sheet anchor of democracy.

iv) **Freedom:** One great essence of democracy is freedom- freedom for action speech and movement. It is in the very atmosphere of freedom that one gets the stimulus to express him and to realize his full potentialities. Man loves freedom. The freedom means liberty in the context of existing rules and regulations of the society.

v) **Faith in the educability of men-** Democracy prospers only when we believe that every man is educable. The lower animals like horse and dog are trained not educated. They do not assign themselves any goals to be reached. The man is endowed with intelligent, creativity, dimension and power of discrimination. It is, therefore, that man differs from lower animal and is educable, while the lower animal is trainable. Man has history, literature, Science and the arts of civilization while the lower animals do not have.

v) **Cooperation of all individuals:** Another essence of democracy is that all individuals must co-operate. Prosperity and progress lie in cooperation rather than in cut-throat competition.

vii) **Appreciation of Contribution of individuals of the group welfare:** Unless the contributions of individuals are appreciated, the contributions for the individuals are not possible for doing the general good. If the present age claims conquest of distance, space, time, labour and disease it is due to exertions of the individuals, who imbued with the spirit of service dedicated their lives to find ways and means to increase the happiness of the humanity. If everyone makes the contributions according to his abilities and capabilities, the society will be the happiest society.

viii) **Character and intelligence to form judgements:** For the working and success of democracy, character of an individual is supreme and fundamental. The real strength of democracy lies in the individual and national character. It is the character of a person that gives him the power of judgement and discriminating the right from wrong.

ix) **Good citizenship:** In democracy effective participation in civic life is an asset. A person who has got a progressive outlook and understanding and the quality of recognizing leadership will always advocate democratic ideals of life. Good citizenship means the establishment of balance between rights and duties.

4.0.1- Democracy and Education:

"Democratic education can generally be defined as the cultivation of virtues, knowledge and skills necessary for political participation (Gutmann, 1987). In addition, Clark (1990) suggested that democratic education must impart to

students "a generosity of spirit and commitment to the wellbeing of their society."

Objectives of Democratic Education:

1. This implies not only self-regard or the attitude of valuing one's liberty but also recognizing the right of other people to value their dignity and worth.

2. To the principle of human equality and brotherhood.

3. To a belief that political, social and economic problems are best solved through nonviolent and peaceful methods like arguments, discussion, negotiations and persuasions instead of violent, anti-social, corrupt and treacherous method.

4. To the ideal of honesty and fair play in the solution of social problems and to develop a scientific attitude of mind which is characterized by balance of temper, suspended judgement etc.

5. To the idea of respect for and appreciation of talent, training, character and excellence in all fields of social endeavor.

6. To the obligation and right to work.

7. To duly constituted authority may it be in social, political, professional or any other walk of life.

8. To the obligation to be socially sensitive and informed, that is to continuously educate itself.

4.0.2 : Educating for Democracy.

The philosophy of the life of the people can be made through democratic education. The trend of democracy in our culture is reflected in the present system of education in the following ways:

1. Equalization of Educational opportunity.

2. Universal and compulsory Education

3. Provision of Adult Education.
4. Child centered Education.

5. Methods of Teaching

6. Social Activities

7. Students Union

8. Tolerance

9. To develop love for the country

10. Physical health of the children

11. Cooperation between different Agencies of Education

12. Understanding the values of Dignity of Labor

13. Academic Freedom

Need for Education in Democracy

According to **Aldous Huxley.** "If your aim is liberty and democracy, then you must teach people the arts of being free and of governing themselves."

In a democracy, the government is composed of the elected representatives of the people and if the people are uneducated, they can never elect the right leaders and consequently can never create the right kind of government. It is impossible even to hope for democracy in the absence of education.

The truth of matter is that education is a prerequisite of democracy only after proper education should the citizen be invested with his democratic right.

Fiche, the German philosopher has commented, "Only the nation which has first solved in actual practice the problem of educating perfect men will then solve the problem of the perfect state.

Education is absolutely necessary for establishing a democratic society. **Dewey** has firmly said that "democracy is inconceivable without education because education can generate and install the quality which demands a pre requisite."

Development of Democratic Citizenship:

It is challenging responsibility with education to carefully train every citizen for democratic citizenship. Such training involves development of multisided qualities.

Capacity for Clear Thinking:

A democratic citizen should have the understanding and the intellectual integrity to distinguish truth from falsehood and facts from propaganda. Education should train the young scholar to reject fanaticism and prejudices.

4.0.3 : Educational Aims

Educational aim and need in modern democracy must be in the context of our national system of education. The secondary education commission made the first ever statement of educational aims for democracy.

*Development of democratic citizenship

*Improvement of vocational efficiency

*Development of personality

*Education for leadership

The Kothari Education Commission (1966) in its report observed that education must become a powerful instrument of social, economic and cultural transformation for this purpose.

The commission suggested the following objectives of education.

1. Increasing productivity

2. Social and national integration

3. Accelerating the process of modernization.

4. Developing social, moral and spiritual values.

4.0.4 : Implications of Democracy for Education and Freedom:

I. **Democracy and Aims of Education:** Following are the aims of education in a democracy.

  a) Training students in the art of living together

  b) Development of the capacity to think clearly

  c) Development of the capacity to receive new ideas

  d) Development of the ability to think rationally and scientifically.

  e) Development of tolerance

  f) Development of true patriotism

  g) Development of the qualities of leadership

  h) Improvement of vocational efficiency

  i) Development of the creative energy of the students.

II. **Democracy and Educational Administration:**

This implies-

  a) Principle of sharing responsibility

  b) Principle of equality

  c) Principle of freedom

  d) Principle of cooperation

  e) Principle of justice

f) Principle of recognizing the individual worth

g) Principle of leadership

III. **Democracy and curriculum:** This means

1) Education according to 4 'A's i.e. age, ability, aptitude and aim, of the students.

2) Emphasis of Flexibility

3) Reconciliation to the needs of the society and the pupils
4) Provision of core-curriculum

5) Group activities and group work

IV. Democracy **and Methods of Teaching**

1) Principle of sharing in planning

2) Use of a variety of methods

3) Group and project work

V. **Democracy and Discipline**

1) Discipline becomes self-discipline

2) No place for "flogging"

3) Students' participation in running some of the affairs of the students

4) Student self- Government

VI. Democracy **and the Teacher**

1) Teacher as a guide or helper

2) Teacher as a friend

3) Creation of a healthy environment

4) Student centered teaching learning process

5) Teacher as a believer in the theory of "Impression rather than repression"

VII. **Democracy and Mass Education**

Education is the birth right of every individual. It implies:

1. Universalization of elements

2. Adult literacy / education

3. Continuing education

4.0.5 Role of Teachers in a Democracy

Teachers should be democratic and human in their outlook, more so in their behavior. They should be objective that is free from prejudices and favouritism. They have to encourage student initiatives. They have to allow children to put questions and discuss with them, rather stimulate them to do so. They should be discerning in the use of authority and in providing freedom to children. They are to create an atmosphere where children are self-disciplined.

Basic objectives of Education in a Democratic country

1. Democracy as Respect for Dignity of the person

2. Democracy as Freedom

3. Democracy as Equality

4. Democracy as Sharing

5. A passion for social justice

6. Tolerance

7. To raise the intellectual, cultural standards of Education

8. Development of Love for the country

9. Education should develop love for work

10. Training in leadership

4.0.6. Functioning of the school on Democratic Principles and promotion of Democratic outlook:

Followings are the important principles and considerations for the realization of democratic Values:

1. Development of Individuality

2. Many sided Development of personality

3. Individual Differences of children

4. Provision of Diversified courses

5. Respect for the Individuality of the child

6. Freedom of the child

7. Rich Environment

8. Constructive and creative activities

9. Social activities

10. Development of curiosity

11. Manual work

12. Learning by experience

13. Atmosphere of love

14. No place for corporal punishment

15. Curriculum in term of activities

16. Stress on co-operation

17. Self-Government

18. Role of the Teacher

19. Centre of Community Service.

20. International understanding

Self-Assessment Questions Essay Type of Questions

1. Define the meaning of Democratic education

2. Explain the Educational need in modern Democratic India

3. What are the functions of School in democracy?

4. Explain the implications of Democracy for Education and freedom.

Short Answer Questions

1. Explain any four characteristics of democratic school management

2. Any 5 objectives of Democratic Education

Equality of Educational opportunity

Objectives

* To enable the students to appreciate the meaning, need and significance of

providing equality of educational opportunity.

* To enable the students means of promoting equality of opportunity in educational institutions

4.1.1   Meaning of equality of educational opportunity

The concept of equality of educational opportunity has passed through various stages of evolution in history. At present equality of educational opportunity has been interpreted as "the opportunity to start together, to benefit from staggered starts, to remain on the same track and to run or progress together."

* According to **NPE (1986),** Equality of Education means to provide the equal opportunity to all not only in access but also in the conditions for success. Equality of Educational opportunity has been taken as equalization of access by suitable manipulation of educational in puts (like physical facilities, equipment in schools, and quality of teachers, curriculum and financial assistance for the poor).

* To others it has meant an equalization of results of education as well, that is equalization of educational achievement and benefits.

* The terms equality of educational opportunity was generally interpreted as openings of schools within walking distance for children providing residential facilities to children, admission of children of all communities to schools, reducing the dropout rate and increasing the retention rate of children through various measures, provision of non-formal education centers for the non-attending children, grant of pre-metric and post-metric stipends and provision of various ancillary services to facilitate schooling of children. It is a common

observation that such provisions have neither not been fully utilized nor understood in the right perspective by the beneficiaries concerned.

* Economic poverty through a major reason is not the only constraint in the educational development of the educationally backward sections of Indian society. There are other factors, such as social and psychological restraints, lack of motivation in children vis-a- vis their education, a low-self concept of the parents, inadequate facilities in homes, the passive attitude of teachers to the educational progress of learners from backward communities.

* Teacher's active participation in the educational development of these communities in general, and individual attention to their children in particular, will definitely pave the way for their success in education.

* In the independent India one of the main concerns of the government and the educational administrators is to equalize educational opportunities. This means education should go down to every citizen of India, every SC, every ST, every girl and every rural child and to every economically poor child.

Nature of equality:

Nature of equality is "all human are equal". Equality can thus, be seen as a legal standard, a formal concept which may draw upon distinctions of relevant aspects. A focus on equality thus, implies that different people are to be treated "the same" by some specified agency, to some specific relative aspects.

Equality of opportunity depends upon talent and effort, then equality of opportunity tends more towards, text books and bicycle to girls operates in education at the formal level.

Equality of process is most difficult to ensure, but is the one with maximum long-term effects in education. It is concerned very closely with pedagogical practices with a focus on more process-based learning.

Equality of outcome is usually defined in terms of outcome in the proportional participation of certain groups in various sectors. After attaining substantive equality of opportunity there will be de-emphasizing out comes because there are differences existing on account of variety of grounds not by individual choice.

According to article 29(1) of the "convention on the rights of child." The aims of education are:

a) The development of the child's personality, talents and mental and physical abilities to their fullest potential.

b) The development of respect for human rights and fundamental freedoms.

c) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes and friendship among all peoples.

d) The development of respect for the natural environment.

4.1.2 **Meaning of social justice and equality**

Social justice and equality have vast social justice dimensions and cover almost everything which promotes the welfare of all the members of the society in general and in particular the welfare of the weaker or backward sections of the society.

It implies the following:

i) Equality of opportunity
ii) Economic security.

iii) Abolition of special privileges of upper sections of society.

iv) Abolition of social inequality

v) Abolition of social evils.

vi) Protective discrimination, i.e. providing special benefits to backward classes or sections.

vii) Minimizing gaps in wealth

viii) Protection of the interest of the workers

ix) Fulfilment of basic needs of all the members of society.

4.1.3 **Education and equity**

Followings are the connotation:

1. **Equitable Education** by ensuring equality of opportunity for all children, including those from educationally marginalized groups, ie. Education for equity with an emphasis. on diversity.

2. **Educational Equity:** By ensuring participation of children from all marginalized groups in that equitable education i.e equity, in education with an emphasis on relevant diversity.

3. **Education for an Equitable Society** By education in turn ensuring equal opportunity in other fields such as job market.

Absence of Equity of Educational opportunity

* **Unequal Enrolment:** Difference on the basis of gender, religion and caste etc.

* **Attendance Difference:** Urban, rural divide and gender based differences.

* **Dropout Rates:** Dropout rates at Primary and upper primary for the sake of equity. Reasons behind higher dropout rates of girls.

4.1.4: Measures to Equalize Educational opportunity

Compensatory Education:

The compensatory Education is universally agreed as a necessary condition to educational opportunity. This compensatory education is imparted to the culturally deprived and socially disadvantaged children.

* Poverty, child labor, low culture, social discrimination, defective language,

spoken at home, poor hygiene, malnutrition, overcrowded home, illiterate home environment are all impediment to educational pursuit and achievement.

*   To help this socially handicapped section of the society the following measures are suggested by the commissions and implemented by the government, state and central.

1. Pre-metric scholarships and post metric scholarships for the children of scavengers, tanners, sweepers and other economically poor children are awarded by the government.

2. Incentives are given to the families to enable eligible girls to come to the school. Girls are the economic asset. So, parents do not want to part with the girls and send them to school.

3. Schools are built in the tribal areas and in the areas 'where SC's are concentrated.

4. Government is taking steps to train teachers who belong to the SC, ST, communities as they would have burden for their non disadvantaged people.

5. Reservation of seats are a accorded to the socially handicapped in education, employment etc.

6. To help the rural children, more schools are built in the rural areas. Navodayas

schools are established in the rural areas to achieve this objective. Free and quality education is given to these children. They are given boarding and lodging.

7. Residential schools for the scheduled tribes, scheduled castes and disadvantaged sectors.

8. Special coaching classes for scheduled castes for university courses and competitive examinations like I.A.S. State Administrative services etc.

9. Scholarships for students from the economically weaker sections are provided to enable them to complete university education and to pursue studies abroad.

10. Whatever distortion caused to these socially handicapped people in the past is being rectified now. This measure is called protective discrimination.

11. Transport facilities: Adequate transport facilities may be provided to the girls.

12. Admission policy: There is a great need to introduce an egalitarian element in addition to institutions so that students coming from rural areas are not handicapped due to language or some other factors.

Self-Assessment questions. Essay type questions

1) Define the meaning and significance of social justice and equality

2. Explain the nature of Equality

3. Point out any 5 points on measures to equalize educational opportunity