MASTER OF ARTS
IN EDUCATION

SEMESTER – I

EDU 1.2: SOCIOLOGICAL FOUNDATION   OF EDUCATION

CREDIT:4

BLOCK: 1,2,3,4

AUTHOR:
DR. SWARNALATA HARICHANDAN
DR. SUJATA PATNAIK

UTKAL UNIVERSITY

CENTRE FOR DISTANCE AND ONLINE EDUCATION (CDOE), UTKAL UNIVERSITY, VANIVIHAR, BHUBANESWAR

Programme Name**: Master of Arts in Education,   Programme Code -010305**

Course Name**: SOCIOLOGICAL FOUNDATION OF EDUCATION**

SEMESTER**:- I**   CREDIT **– 4**   BLOCK – **1 TO 4**   UNIT NO- **1 to 16**

EXPERT COMMITTEE

Prof. Krishna Chandra Rath,
Director, CDOE, Utkal University, Vanivihar, Bhubaneswara
Prof. S. P. Mishra
Retd. Professor, Regional Institute of Education, NCERT, Bhubaneswara
Prof. Smita Mishra
Retd. Professor, Former Principal, Radhanath Institute of Advanced Studies in Education, Cuttack
Dr. Sujit Kumar Acharya
Assistant Professor (Stage-III) in M.B.A Department, CDOE

COURSE WRITER

Dr. Swarnalata Harichandan,
Principal, H.B, B.Ed College, Vashi Navi, Mumbai
Dr. Sujata Pattnaik,
Retd. Assistant Director, Rastriya Madhyamik ShiskshyaAbiyan, School & Mass Education Department, Government of Odisha

COURSE EDITORS

Dr. Diptansu Bhusan Pati, Faculty, Department of Education, CDOE, Utkal University, Vanivihar, Bhubaneswara
Ms. Anita Nath, Faculty, Department of Education, CDOE, Utkal University, Vanivihar, Bhubaneswara

REFERENCE

MATERIAL PRPDUCTION

DDCE,
EDUCATION FOR ALL

CENTRE FOR DISTANCE AND ONLINE EDUCATION (CDOE), UTKAL UNIVERSITY, VANIVIHAR, BHUBANESWAR-751007
From the Director's Desk

The Centre for Distance and Online Education, originally established as the University Evening College way back in 1962 has travelled a long way in the last 62 years. 'EDUCATION FOR ALL' is our motto. Increasingly the Open and Distance Learning institutions are aspiring to provide education for anyone, anytime and anywhere. DOE, Utkal University has been constantly striving to rise up to the challenges of Open Distance Learning system. Nearly ninety thousand students have passed through the portals of this great temple of learning. We may not have numerous great tales of outstanding academic achievements but we have great tales of success in life, of recovering lost opportunities, tremendous satisfaction in life, turning points in career and those who feel that without us they would not be where they are today. There are also flashes when our students figure in best ten in their honours subjects. In 2014 we have as many as fifteen students within top ten of honours merit list of Education, Sanskrit, English and Public Administration, Accounting and Management Honours. Our students must be free from despair and negative attitude. They must be enthusiastic, full of energy and confident of their future. To meet the needs of quality enhancement and to address the quality concerns of our stake holders over the years, we are switching over to self instructional material printed courseware. Now we have entered into public private partnership to bring out quality SIM pattern courseware. Leading publishers have come forward to share their expertise with us. A number of reputed authors have now prepared the course ware. Self Instructional Material in printed book format continues to be the core learning material for distance learners. We are sure that students would go beyond the course ware provided by us. We are aware that most of you are working and have also family responsibility. Please remember that only a busy person has time for everything and a lazy person has none. We are sure you will be able to chalk out a well planned programme to study the courseware. By choosing to pursue a course in distance mode, you have made a commitment for self improvement and acquiring higher educational qualification. You should rise up to your commitment. Every student must go beyond the standard books and self instructional course material. You should read number of books and use ICT learning resources like the internet, television and radio programmes etc. As only limited number of classes will be held, a student should come to the personal contact programme well prepared. The PCP should be used for clarification of doubt and counseling. This can only happen if you read the course material before PCP. You can always mail your feedback on the course ware to us. It is very important that you discuss the contents of the course materials with other fellow learners.

We wish you happy reading.

DIRECTOR

EDU-1.2: SOCIOLOGICAL FOUNDATION OF EDUCATION
Brief Content

Block No	Block	Unit No	Unit
1	**SOCIOLOGY AND EDUCATION**	1.	Relationship of Sociology and Education, Meaning and Nature of Educational Sociology.
		2.	Education as a process of Social System.
		3.	Education as a process of socialization

Block No	Block	Unit No	Unit
2	**EDUCTION AND DIFFERENT ASPECT OF SOCIETY**	4.	Education and Community, Education And Culture.
		5.	Education and Politics, education and Values.
		6.	Education in relation to secularism.
		7.	Education in relation to National Integration.
		8	Education in relation to International understanding.

Block No	Block	Unit No	Unit
3	**EDUCATION AND SOCIAL CHANGE**	9.	Meaning and Nature of Social Change. Concept of Urbanization with reference to Indian Society and their educational Implications.
		10.	Concept of Modernization with reference to Indian Society and their educational Implications.
		11.	Concept of Westernization with reference to Indian Society and their educational Implications.
		12.	Educational Ability.

Block No	Block	Unit No	Unit
.4	**EDUCATION AND DEMOCRACY**	13.	Education as related to Democracy and freedom.
		14.	Equality of educational opportunity
		15.	Education of socially and economically disadvantaged sections of the Society.
		16.	Disadvantaged sections with reference to SC, ST
		17.	Disadvantaged sections with reference to women and rural population

EDU-4.2: SOCIOLOGICAL FOUNDATION OF EDUCATION
Contents

BLOCK 01: SOCIOLOGY AND EDUCATION

UNIT –I

UNIT - 01

SOCIOLOGY AND EDUCATION

STRCTURE

1.1.Learning Objectives
1.2.Introduction
1.3.Relationship of Sociology and Education, Meaning and Nature of Educational Sociology.
     1.3.1. Meaning of Sociology
     1.3.2 Definition of sociology
     1.3.3 Meaning of educational sociology
     1.3.4 Nature of Educational Sociology
1.4.Relationship of Education
     1.4.1 Educational sociology and curriculum
     1.4.2 Educational sociology and Method of teaching
     1.4.3Educational sociology and Teacher
1.5. Summary
1.6. Unit End Exercises
1.7. Further Reading

1.1. LEARNING OBJECTIVES

After reading the unit, the learners shall be able to;

- To understand Meaning and, Nature of Educational sociology.

- To acquaint the students understand the meaning of sociological basis of education.

- To enable the students understand the contribution of educational sociology to educational thought and practice.

- Explain relationship between sociology and Education.

1.2. 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 .it's 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.

1.3. RELATIONSHIP OF SOCIOLOGY AND EDUCATION,MEANING AND NATURE OF EDUCATIONAL SOCIOLOGY

1.3.1. Meaning of Sociology:

A man is social animal and lives 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.

Sociology can be defined as the study of man and his environment in their relationwith each other .In 1837 French philosopher Augusta 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.

1.3.2. Definition of sociology:

1) **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.

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

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

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

5) **E.Durkheim explain** :"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 behaviour in groups, the social structure and social phenomenon. In the study of sociology different interactions are involved.

1.3.3 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 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 proceed 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 organises 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.

1.3.4 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.

1. It helps in understanding the cultural, economic, social and political trends in relation to formal and informal agencies of education.

2. Educational sociology aims to develop a curriculum that will adequately socializ eeach individual student.

3. 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.

4. 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.

1.4. RELATIONSHIP OF 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 extend. 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.

1. Sociology is the science of society and education in an implicit aspect of any socialsystem.

2. Sociology studies the structure and functions of social system, while education is oneof the important functions of any social system.
3. The prime concern of sociology is socialized individuals. Education is the means for achieving the goals of sociology.
4. Education is the laboratory and workshop of sociology.
5. Sociology attempts to ascertain the functions performed by the educational system While education adopts the principles of sociology to improve its functioning.
6. In the modern society, sociology generates the data base which is consumed byEducational system to realize the goal of social life.
7. Sociology develops the law and principles which are adopted by the educational System for its improvement.
8. Education preserves the social and cultural heritage which is owned by sociology.

9. Society is the prime factor in determining the educational patterns so that its Sociocultural needs may be satisfied and continues to grow. mile Durkheim who first clearly indicated the need for a sociological approach to 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 .

1.4.1 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 college's 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:-

1. The curriculum should be such that it helps in achievement of the social aim of Education.
2. 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.
3. Curriculum should be so organized and its relationship with instructional methods should be such that the curriculum becomes effective medium to keep a controloversociety.
4. Through curriculum the cultural values should be brought to light and through it thehigh ideals of the society should be transmitted to the new generation.
5. The curriculum should be such that it develops an attitude of respect to all vocations It should develop a sense of dignity of labour among students.
6. The stress should be on a futuristic social change rather than bringing immediate Change in individual'sbehavior.
7. The curriculum should be dynamic flexible and changing in nature.
8. The curriculum should able to develop a problem solving attitude among the Student's .they should understand and solve the problem independently.
9. There should be provision of social programs for participation in social life.
10. The curriculum should be flexible and changeable .It should change continuously According to changing social objectives.
11. Curriculum planning should be based on the problems and need of society on the Immediate concerns, problems and interest of pupils.

12. The curriculum should reflect the basic cultural values of the society and should bean agent in the transmission of the highest values.

13. Curriculum should include subjects like music, art, vocational subjects, physical Education, language, physical sciences as well as biological science.

1.4.2 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 bethe good method of teaching. According to sociological point of view:

1. The method of instruction is effective only when the skill and knowledge acquired in the classroom is 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.

2. The method of teaching should be stress on the social behaviour outside the class while teaching.

3. 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.

4. The social powers currents in the society should be used in teaching system for Increasing the social co-relationship.

5. Sociologist suggest that teaching should be done through cultural and social Programs.

6. In teaching teacher will develop problem solving and constructive thinking .For this socialized techniques; project and group methods fulfil most of the conditions.

7. Student react better to co-operative learning in which there is sharing in theTeaching learning process.co-operative group patterns of learning lay emphasis onGroup interaction

1.4.3 Educational sociology and Teacher:

Teacher should be committed to society .He should know the main institution andPowers 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.

1.5. SUMMARY

Sociology shapes education and forms a vital force in the entire framework of education. The whole superstructure of education has depended upon social forces, needs and demands. The expectations and aspiration of a changing society are reflected through the educational system of a country or a nation. Thus, we hardly afford to think of education in isolation today. Clarke has rightly stated, "No writer on education, however much he strive for after universal thought can wholly shake himself free from the influence of time and place". Society is dynamic, it grows and changes and as such these social changes must not only be reflected in education but also must affect it. It is only by connecting education with the general march of events that the school can lose its isolated character. As Dewey has stated, "School must become the child's habitat to be a miniature community, an embryonic society".

1.6 UNIT END EXCERSISE

- Explain the meaning of sociological basis of education.
- State the contribution of educational sociology to education.
- What is the meaning of educational sociology?
- Why do we study educational sociology?

1.7. FURTHER READING

Ahuja Ram (2007) Social problems in India, Jaipur ,Rawat publication.

Mathur S.S.,(2009),A Sociological approach to Indian Education. Agra, Agrwal publication.

Mathur S.S.,(1971),A Sociological approach to Indian Education. Agra, Agrwal Publication.

UNIT-02

EDUCATION AS A PROCESS OF SOCIAL SYSTEM.

STRUCTURE

2.1.Learning Objectives

2.2. Introduction

2.3.Education as a process of Social System.

    2.3.1Meaning of social system

    2.3.2 Education as a social system

2.4. Summary

2.5. Unit End Exercise

2.6. Further Reading

2.1.LEARNING OBJECTIVES

After reading the unit, the learners shall be able to;

- Explain important relationship between society and education.
- Describe different types of social system.
- Elaborate the particular role of education in the social system

2.2. INTRODUCTION

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 interactingandpractice similar approaches attitudes and social values.

2.3. EDUCATION AS A PROCESS OF SOCIAL SYSTEM

2.3.1Meaning of social system:

The education system is composed of many distinct sub-system or parts, eachwith

Their own goals. Together these parts makeup a functioning whole .Each part independent on the other for smooth functioning.

Willard Waller gives five reasons for education to be regarded as social system:

1. In education different personnel are working, who contributes towards educational goals.
2. Education has a social structure as the result of social interaction within the school.
3. It has bound by strong social relationship.
4. it is bound by a feeling of belonging.
5. It possesses its own culture, tradition, and way of doing things.
6. Education helps in transmitting folkways, more institutional patterns in social organization.

Thus we can say that a 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

2.3.2 Education as a social system:

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 takes 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, and types of students. Allthe factors in education system affect the relationship between position holders and the other. Eachclassroom 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 an 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 emphasize 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 ofthe 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 childcareprogram.Each society has certain goals for its educational system that are put in to practice in schooland 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 flourishes 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 emphasize 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 defined social position. These social positions distributed from top to bottom, in hierarchical order. All individuals interact with one another. This human interactionwithina education system may be described as social system .hence we say that education is as a social system.

2.4. SUMMARY

In this unit you learnt about the early approaches to the study of social systems, such as the utilitarian, the positivist and the idealist approaches. You learnt that Parsons did not accept these approaches because the utilitarian's stressed too much on external, motivational factors, the positivist left no room for error on the part of social actors or values and the idealists stressed too much on values. Thus, as an alternative, Parsons developed his own 'action approach' theory, which is integrative in nature. In this theory he has included the motivational orientation as well as the value orientations. Parsons has described role as the most vital element of social systems. In performance of roles individuals are confronted with dilemmas which in turn emanates from choices offered by society within a range of orientations, both motivational and value. The dichotomy in the nature of orientations described by Parsons in his pattern variables determines the course of action followed by individuals in society. We have described in this unit the functional prerequisites, such as, adaptation, goal attainment,

integration and latency without which a social system cannot exist. Finally, we have 28 Max Weber described in this unit the types of structures of social systems analyzed by Parsons based on the criteria of universalism, particularize, ascription and achievement. Parsons has given the examples of these types of social systems from real societies.

2.5. UNIT END EXERCISE

1. Discuss any one of the types of structure of social system described by Parsons in eight lines.
2. Explain how education is a social system.

2.6. FURTHER READING

Richard t. Schaefer.(2006) ,Sociology a brief introduction New Delhi Tatamcgraw-hill publication

Shankarrao C.N. (2006),Sociology principles of sociology with an introductionto social thought .New Delhi. s. chand&company

Singh Y.M. (1992),Sociological foundation of education, Mumbai, SethPublishers pvt ltd.

walia J.S. (2002) ,Principles and methods of education, Jalandhar: Paul,publishers.

UNIT-03

EDUCATION AS A PROCESS OF SOCIALIZATION.

STRUCTURE

3.1.LEARNING OBJECTIVES

After studying this unit you should be able to

1. Identify how the role of the family differs from the role of the school in the socialization process.

2. Explain the dimensions of socialization.

3. To enable the students understand the meaning of socialization of the child and the role of the school.

4. Explain how relationships with teachers and the social climate of the school impact upon socialization.

3.2.INTRODUCTION

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.

1. Socialization is the process by which the new generation learns the knowledge, attitudes and values that they will need as productive citizens.

2. Socialization is the process by which an individual becomes a recognised, cooperative and able member through his interaction with social environment.

3. Socialization is process; through this process an individual learn kind of behaviour, 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 ascertain 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 passes 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 socializationschool 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 a 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 kinds of co-curricular activities; these activities help students to develop leadership onthem. 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 wariness 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 educations a process of socialization.

3.3.EDUCATION AS A PROCESS OF SOCIALIZATION

3.3.1. Meaning of socialization:

According to Driver, Socialization a process by which the individual is adapted to his social environment (by attaining social conformity), and becomes a recognized, cooperating and efficient member of it.

Cook thinks that socialist ion is a process as a result of which children take f on themselves the various social learning development tasks; p Socialization implies the learning of complex set of interrelated pattern of h conduct and thought. It consists in the all-round participation of the individual a in thinking, the feeling and the activities of the group.

Socialization is a process of coming into contact with others, of noticing in others and responding to them.

Moore and Cole point out, "...It is through group relationships (which are in encouraged in socialized methods) that an individual becomes aware of what it h means to work with a purpose... Purpose lies within the individual, but its source, h the stimulation for its growth the nourishment, comes largely from without and for these sources to be meaningful the individual must be identified with the 2 group- he must belong."

Socialization is the process of interaction among members of the society an through which the young learns the values of the society and the way of doing and thinking that are deemed to be right and proper.

3.3.2. Importance of Socialization:

Man becomes a "human being" only as a member of society. By nature, he cannot live alone or in isolation. He is compelled by his biological and social requirements to live in a society or a group. Each of us is largely a social product.

3.3.3. Objective of Socialization:

The main objective of socialization is to assist an individual conform to the norms of the group or the society to which he belongs.

3.3.4. **Education and socialization:**

A noted French sociologist Emile Durkheim defines education as a socialization of the younger generation in these words "Education is the influence exercised by 2 adult generations those that are not yet ready for social life. Its object is to arouse T and to develop in the child a certain number of physical, intellectual and moral traits that are demanded of hi m by both the political society as a whole and the special milieu for which he specially destined, briefly, education is a socialization of c the young generation. According to him education is the means by which every society prepares, within their children, the essential conditions of its very existence. T He repeatedly points out that "it is idle to think that we can rear our children as we wish. There are customs which we are bound to conform; if we flout them too severely, they take their vengeance on our children."

3.4.COMPLEX PROCESS OF SOCIALISATION OF THE EDUCATION OF THE CHILD

In the traditional societies, the process was very simple as there were only a few well-established roles and an individual was usually required to learn and play one or more of them about which he knew at least something course of his upbringing in the family and the community. He did not face many stresses and strains as the socio-psychological demands made upon him were not many.

The situation has become very complex and difficult in the modern industrial society wherein an individual is expected to learn diverse roles. The family cannot help him much. The schools, colleges and other educational institutions have the responsibility of socializing the child by inculcating in him appropriate values, behavior patterns and the knowledge so that he adopts himself to a democratic, secular and egalitarian society.

3.5 HINDRANCES IN THE SOCIALISATION OF THE CHILD

There are four important problems that have to be faced very boldly in the socialization of the child:
1. **Social Evils:** We have problems of social evils like untoucha ability, caste distinctions and prejudices as well as religious tensions among some groups in the society.

4. **Co-education:** During the adolescence period, the boys and girls learn to mix up with the opposite sex. This creates some problems in the co- educational schools.

3. **Language:** With the launching of the great experiment of free and compulsory education at the elementary level children from many linguistic groups join educational institutions. Under such circumstances, the groups among students may be formed on language level as well as on the basis of social class.

4. Miscellaneous: Sex, occupation, education, income, caste, religion family background etc., play an important role.

3.6.FUNCTIONS OF THE EDUCATIONAL INSTITUTIONS IN THE SOCIALISATION OF THE CHILD

The function of the school has considerably changed in the rapidly changing civilizations. The traditional function of imparting the basic skills of the three R's is now no longer considered to be adequate to meet the present challenge. The present day school has also to perform some of the functions of the family. It must develop certain desirable moral attitudes and good social habits. It is through co-curricular and extra-curricular activities that the task of socialization can be achieved more successfully. In India to-day we find that the number of first generation learners in schools and colleges is swelling up. They are not sophisticated they do not know the decorum and dignified behavior expected of them. It is only the sympathetic understanding and sincere desire of the teacher to act positively in an un-prejudicial manner that can help in these situations.

Class in the of Socialization

Class provides innumerable opportunities to the children to move and mix with egalitarian group. This is the beginning of the socialization of the child for his future life. Here children get many opportunities to mix without any distinction of ca color or creed. The children who are e selfish or self-centered learn to adjust the behavior in terms of class norms. The teachers are expected to be vigilant ensure that the students do not think in terms of untouchability, caste distinctions and other prejudices.

Socialization of the Child in a Nursery School

Instruction imparted in a nursery school is very informal. The greatest accent is up on developing good manners and etiquette, etc. There is a major emphasis on training the children to become less dependent on their parents and siblings. Children are trained to imbibe practice of equality by sharing toys, play materials etc.

Socialization of the Child in an Elementary School

Efforts are made to students into responsible citizens of the community Work habits are inculcated among students. They are trained to co-operate was fellow students as well as to take orders ungrudgingly from the teacher. The school provides simultaneously experiences of relationship with the senior generation well as with equal

Socialization of the in the Middle School

As again the elementary school, greater emphasis is placed on academic achievement in the middle school. It is a stage at which many students terminate their education In the middle school too emphasis is placed on socialization. At this level the peer group's relationship are more meaningful.

Socialization of the Child in the High Secondary School

At this stage, the greatest premium is put on achievement-both scholastic and co curricular. Students develop various skills and aptitudes which may enable them to chart their future life. The peer group relationship is very much emphasized at this stage. Development of adaptive skill is emphasized.

3.7.ROLE OF THE TEACHER IN THE SOCIALISATION OF THE CHILD

A teacher can play a vital role in the socialization of the child under his charge He exerts a great influence upon the development of the personality of the child. Durkheim points out that the teachers as well as parents must be, for him duly incarnate and personified.

3.8. SUGGESTIONS FOR A PROPER SOCIALIZATION OF THE STUDENTS

1. Children may be taken from time to time to public places like museums, court: places of historical important: etc

2. People engaged in different economic activities and vocations may be invited to school for giving a realistic description of what they do and how useful their work is to the nation. This will enable the children toacquaintthemselves with scenario around them in the society. This will also develop values of vocational socialization in children.

3. Work experience should be introduced in schools. This will enable the children to have first hand experiences of the activities pursued in farms and factories.

4. Children should be acquainted with the social events like the celebration of the birthdays of leaders.

5. The school or college programmed should be full of numerous co- curricular and curricular activities in which children meet, cooperate and learn from each other's personalities.

6. Children should be told about the socially acceptable institutions in their society.

7. The introduction of common school dress, common lunch etc., in the schools and colleges will prevent children of poor and lower middle classes from suffering due to the inflated ego of the children of the well-to-do families.

8. Teachers and parents may encourage the children to mix in inter-caste rather than intra-caste and interregional rather than intra-regional groups.

9. The teachers and the parents should respect the personality of children.

10. The mechanism of praise and blame, reward and punishment should be carefully used to socialize the children,

11. Proper social education may be provided to parents so that they understand the significance of the socialization of the children.

12. The teachers should demonstrate democratic outlook.

13. Community activities like camps, common meals, social service, etc., should be frequently organized.

14. There should be a close cooperation between the teachers and parents and matters relating to the proper socialization of the children discussed.

15. Various aspects of socialization, anxiety of children and juvenile delinquency may be discussed by the headmasters, inspecting officers, teacher-educators and professional organizations in seminars or small forums.

16. Adequate stress may be laid on group activities.

17. Exhibitions on 'Know Our Country' may be organized from time to time.

18. Stories depicting self-sacrifices made by great men for the cause of general good may be told to children so that they are motivated to rise above petty gains and work the betterment of the humanity.

19. The teacher should refrain from projecting their class images onThey should not show any discrimination. They must ensure a safe and healthy social environment in which the children may imbibe desirable values of freedom, equality, integrity, honesty, patriotism etc.

3.9.SUMMARY

In this chapter, the complex role of socialization within schools was introduced. Summarizes the major forces of socialization within schools that were discussed. The school as a site of secondary socialization was presented, with the differences between the family (primary socialization) environment and the school environment being highlighted. It was emphasized that children have to learn how to be students and that the teacher is largely in charge of not only subject-specific education, but also the teaching of morals and values.

Other agents of socialization within the school were also discussed. Streaming, as a way of dividing students into ability groupings, was described as creating internalized roles for students which may force them into social categories that are difficult to move out of. The socialization of students through the use of school rules, including dress codes and uniforms, was also addressed. The conflicts that students have with such rules were also highlighted.

Students also learn their gender at school. If activities and behaviors are "gendered" by teachers, this can have an impact on how children see appropriate female and male roles. Relationships with teachers are also central in the process of socialization. Warm and supportive teachers and a positive school climate are crucial for the positive social development of children, and the absence of such can have long-term detrimental effects on students, particularly if they have family problems.

The role of peer groups was also discussed. Young people tend to build their social identities around specific peer groups, particularly in adolescence. Failure to be accepted by peers can be devastating for children, especially when it is manifested in acts of peer victimization and peer rejection. Finally, the question of how home schooling affects the socialization of children was addressed.

3.10.UNIT END EXCERSISE

Essay Type Questions

1. Explain the meaning of socialization of the child. State the process of socialization of the child.2. What are the functions of the educational institutions regarding the socialization of the child?

3. Give the role of the teacher in the socialization of the child. Suggest various measures for the socialization of the child.

Short Answer Questions

1. What is the role of education in the socialization of the child?

2. Mention any four hindrances in the socialization of the child.

5. Why is socialization of the child needed?

3.11.FURTHER READING

- Darji Chirag -Role of school in process of socialization (article), http://www.academia.edu/Documents/in/Socio_Political_Philosophy

- DeGregory, Lane. 2008. "The Girl in the Window." *St. Petersburg Times*, July 31. Retrieved January 31, 2012 (http://www.tampabay.com/features/humaninterest/article750838.ece).

- Brabham, Denis. 2001. "The Smart Guy." *Newsday*, August 21. Retrieved January 31, 2012 (http://www.megafoundation.org/CTMU/Press/TheSmartGuy.pdf).

- Sternberg, R.J., G.B. Forsythe, J. Hedland, J. Horvath, S. Snook, W.M. Williams, R.K. Wagner, and E.L. Grigorenko. 2000. *Practical Intelligence in Everyday Life*. New York: Cambridge University Press.

- Davidson, Adam. 2014. "It's Official, the Boomerang Kids Won't Leave." *New York Times*, June 20.

- Retrieved October 27, 2014 (http://www.nytimes.com/2014/06/22/magazine/its-official-the-boomerang-kids-wont-leave.html?_r=0).

- Setters ten, Richard A., Jr. 2002. "Socialization in the Life Course: New Frontiers in Theory and Research." *New Frontiers in Socialization, Vol. 7*. Oxford, UK: Elsevier Science Ltd.

BLOCK 02: EDUCTION AND DIFFERENT ASPECT OF SOCIETY

UNIT -04
EDUCATION AND COMMUNITY &
EDUCATION AND CULTURE.

STRCTURE

4.1. Learning Objectives
4.2. Introduction
4.3 Education and different aspect of society
4.3.1 Relationship of Sociology and Education
4.3.2Features of Sociology of Education
4.4 Education and Community
4.4.1 Relationship of Education and Community
4.4.2 Characteristics of Community
4.4.3 Definitions
4.5 Community as an Agency of 'Education'
4.6 Educational Functions of Community
4.7 Interaction between school and community
4.8   School and community Relationship
4.9   Education and Culture
         4.9.1Meaning of culture
         4.9.2 Definitions of culture
         4.9.3 Nature of culture
          4.9.4 The characteristics of culture
4.10. Relationship of culture and Education
4.11.Impact of Culture on Education
4.12. Summary
4.13. Unit End Exercise

4.14. Further Reading

4.1 LEARNING OBJECTIVES

After reading the unit, the learners shall be able to;

* 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 thecommunity and school community

relationship

* To enable the students the meaning of culture.

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

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

4.2 INTRODUCTION

First: Learning is a creative experience when a man responds to stimulate he acts in acreative 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 formaleducation.

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 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 theuniverse.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

4.3 EDUCATION AND DIFFERENT ASPECT 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 fulfill in a manner that the child does not face any difficulty in his socialization.

4.3.1 Relationship of Sociology and Education:

Sociology of education is one of the most recent sub areas of sociology. Although early educationist like **Socrates, 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. Thewell 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.

4.3.2 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 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.

4.4 EDUCATION AND COMMUNITY

4.4.1 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 servetogether". Education is a social process like wise a community cannot exist without education.

4.4.2 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.

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

4.4.3 Definitions:

"A community is everybody, adults and children, social and non-social persons living in 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 **Maclver 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 ofneed.

4.5 Community as an Agency of 'Education'

4.5 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 culturecan 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 communityorganizes meetings and conferences in which great political leaders participated. Thuschildren gain knowledge about political activities going on in their country and also learn thevalue 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 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 isbad, children will imitate bad habits. If is good, children will develop good habits. A goodand wholesome environment of a community will help children in their normal upliftment.

4.6 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 andUniversity education by opening schools and colleges. So that there may be facilities for everybody to get educations 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 constantinteraction 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.

4.7 INTRACTION 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, scientistsetc.

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 purifies and simplifies the complex activities of the traditional community. It also enriches its traditional culture.

4.8 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 schoolprogrammed. Parents should be acquainted with the ways in which children growthe 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. Agrade 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.

Interesting 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. Organizing social service programmers social-service activities are very vast and maybe 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 organizedand 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 boysmeet and discuss in a friendly way their problems- social, economic and educational with which they are faced and in which both are interested.

1. **Utilising school Building:** If the above mentioned programmers are organised 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 publicafter school hours.

2. Labour and social service Camps.

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

3. Principles of organizing Programmed for serving the community:

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

* Programmers 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 is really useful to the community.

4.9. EDUCATION AND CULTURE

Culture is closely related to education. The educational system of any society has a clear impact on its culture. The bases 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 direct impact onour 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 thingsunrecognized by the society. The needs of society which is less developed are confined to earning a living, internal and externaldefense 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 tofulfill 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 harmoniousexistence and smooth functioning in all occupations and interactions and thereby ensureindividual and group survival and perpetuation. It is the integrated social, biological andethnic modes of behavior of a group or a society.

Radhakrishnan Commission on University Education (1948-49) remarked "Culture is an attitude of mind, an inclination of the spirit and those who yearn for it, wish to have a vision of greatness, sit in the presence of nobility, see the highest reach and scope of the spirit of man."

The National Policy on Education (1986) Observed "The curricula and process of education will be enriched by cultural content in as many manifestations as possible." It also observed, "Education can and must bring about the fine synthesis between change oriented technologies and the country's continuity of cultural traditions".

4.9.1. Meaning of culture:

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. Culture is necessary because different elements and things included in it, fulfill 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.

4.9.2 Definitions of culture:

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

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

* According to the renowned sociologist **Cuber** in terms of anthropology, "culture is 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."

***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 behaviorhow 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".

4.9.3 Nature of culture:

Culture is based on the uniquely human capacity to classify experiences, encode such classifications symbolically, and teach such abstractions to

others. It is usually acquired through enculturation, the process through which an older generation induces and compels a younger generation to reproduce the established lifestyle; consequently, culture is embedded in a person's way of life. Culture is difficult to quantify, because it frequently exists at an unconscious level, or at least tends to be so pervasive that it escapes everyday thought. This is one reason that anthropologists tend to be skeptical of theorists who attempt to study their own culture. Anthropologists employ fieldwork and comparative, or cross-cultural, methods to study various cultures. Ethnographies may be produced from intensive study of another culture, usually involving protracted periods of living among a group. Ethnographic fieldwork generally involves the investigator assuming the role of participant-observer: gathering data by conversing and interacting with people in a natural manner and by observing people's behavior unobtrusively. Ethnologies use specialized monographs in order to draw comparisons among various cultures.

4.9.4 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 moulds himself according to his environment.

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

1. **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.

2. **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.

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

4. **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.

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

4. **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 posses. Culture is sociological sense, which is shared e.g. customs, traditions, beliefs, ideas and morale etc. areall shared by people of a group of society.

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

* Culture is transmissive. Culture is transmissive as it is transmitted from one generation toanother. Language is the main vehicle of education. Language in different form makes thepossible 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 from Society to Society:** Every society has a culture of its own. It differsfrom society to society. Culture of every society is unique to itself.

* **Culture is continuous a cumulative**: Culture exists as a continuous process. In its historicalgrowth it tends to become cumulative. Sociologist **Linton** called culture "the social heritage"of man.

4.10.RELATION BETWEEN 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 behavior 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.According to **Wodkowksi**(1995), "teachers must relate teaching content to the culturalbackground of their students if they want to be effective in multi cultural class room".The framework for cultural responsive teaching addresses the bond if motivation andculture and analyses some of the social and institutional resistance to teaching based onprinciples 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 behavior that pervades every aspectof people's lives e.g. one person working at a task feels frustrated and stops, while anotherperson working at the task, feel joy and continues. The response of a student has to be alearning activity reflects his or her culture, because culture differs in their definition, hazard,opportunity and gratification and in their definition of appropriate response.

4.11.IMPACT OF CULTURE ON EDUCATION

Culture and Education both compliment and supplement to each others in variousaspects.

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 ofsociety.

2. Curriculum is conditioned according to the culture of society. It is framed according to theideals and needs of the society to realize the cultural aloes.

3. Methods of Teaching and culture are intimately connected. The changing culturalpatterns of a society exert powerful influence upon the method of teaching also. The shiftfrom old teacher centered teaching to child centered education is an example. Socializedmethods like project method seminar, symposium, discussion etc are widely used in theteaching learning process because of the influence of culture.

4. Discipline is also influenced by the cultural values. The present cultural patterns ofthinking 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 programmers of the school are organized accordingly to the cultural ideas and values of society. Hence, school is the centre of promoting, molding, reforming, and developing the cultural pattern of society.

4.12. SUMMARY

From the above analysis it follows that the community participation in education is much deeper than usually assumed. Although the concept of community participation in education is not new to Indian society, the current and emerging forms of community participation in education demands a separate analysis as provided in this unit. The unit explains the nature and diversity of the concept of community participation in education. The participation can be viewed along a spectrum with passive participation at one end and self-mobilization at the other. Passive participation is where the people are told what to do. On the other hand, self-mobilization is where the local people are in total command Participation can be treated both as means and end. It becomes means when opportunities are created for people to get involved and later become empowered. In certain cases, participation becomes end in itself, when people participate in particular activities mechanically and in ritualistic manner. The

community participation in education in India can be termed mostly as legislated participation, as people's participation are being promoted through constitutional provisions and programmed guidelines. Following Constitutional Amendments, there have been concerted efforts on the part of central and state governments to decentralize educational governance through Panchayat Raj institutions. The VECs with representation from both the school and community have been formed. These bodies are getting strengthened under educational programmers such as, DPEP and SSA. However, the community participation process in education is at the nascent stage and has a long way to go. The current practice of community participation is limited in comparison to community development programmers implemented during the initial phase of post Independence period. The main objective of participatory development is to increase the involvement of socially and economically marginalized people in making decisions regarding their own lives. The assumption is that participatory approach empowers people with the skills and confidence to analyze their situation, reach consensus, make decisions and take action, so as to improve their circumstances. The community participation in education is also intended to focus on the disadvantaged and needy people.

4.13. UNIT END EXERCISE

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.

4.14. FURTHER READING

Bhattacharya, Srinibas. 2003. Sociological Foundation of Education. New Delhi: Atlantic Publishers.

Sharma, Vijender. 2011. Sociological Foundation of Education. New Delhi: Lakshya Publications.

Ottaway, A. K. C. 1953. Education and Society. London: Routledge and Kegan Paul.

Shukla, S. and Krishna Kumar (eds). 1985. Sociological Perspectives in Education. Delhi: Chanakaya Publication.

Stub, Holger R. 1975. The Sociology of Education. Illinois: The Dorsey Press.

Turner, J. H. 1987. The Structure of Sociological Theory. Jaipur: Rawat Publication.

Alexander, K. L., Cook M. and Mc Dill E. L., 1978. 'Curriculum Tracking and Educational Stratification.' Am Soc Rev 43 1, pp 47-66.

UNIT -05
EDUCATION AND POLITICS, EDUCATION AND VALUES.

STRUCTURE

5.1. Learning Objectives
5.2. Introduction
5.3. Education and Politics
       5.3.1Meaning of Politics
       5.3.2. Politicizing Education
       5.3.4. Political Influence on Education
       5.3.5. Educational Influence on Politics
5.4.Education and Values
5.4.1.   Meaning andDefinitionof Values
 5.4.2. Nature of Values
5.5. Values in context of Education
5.6. Values in Narrow and Wide Sense
5.7. Classification of Values
5.8. Educational, Programmed in value at Different stages
5.9. Role of Education in Value crisis
5.10. Strategies Recommended by different commissions and committees.
5.11. Different School Programmers to be organized for values.
5.12 Role of the Teacher
5.13 Summary
5.14 Unit End Exercise
5.15 Further Reading

5.1. LEARNING OBJECTIVES

After reading the unit, the learners shall be able to;

1. The students will demonstrate an ability to think critically regarding political problems, trends, and developments.
2. The students will demonstrate knowledge and understanding of their rights and obligations as a citizen.
3. To enable the students understand the meaning nature of values.
4. To enable the students value development, different programme in values.
5. To enable the students the classification of values.

5.2 INTRODUCTION

As an academic discipline the study of **politics in education** has two main roots: The first root is based

on theories from political science while the second root is footed in theory Political science attempts to

explain how societies and Organizational theory uses scientific theories of management to develop deeper understandings regarding the function of organizations.

Researchers have drawn a distinction between two types of politics in schools. The term *micro-politics* refers to the use of formal and informal power by individuals and groups to achieve their goals in organizations. Cooperative and conflictive processes are integral components of micro-politics. *Macro-politics* refers to how power is used and decision making is conducted at district, state, and federal levels. Macro-politics is generally considered to exist outside the school, but researchers have noted that micro- and macro-politics may exist at any level of school systems depending on circumstance.

There exist significant difference between "Politics of Education" and "Politics in Education". More debates on the prevailing differences are solicited from academia of the world to define politics educationally. An example of politics in education is in Fried's and Ewing's' article about educational policy. They suggest that an example of politics in education is race in Neoliberal school policies. The relationship between politics and education is intimate as is evidenced form the students wings of the political parties that operate in the colleges and the universities. Politics-education relationship, are region may enjoy superior educational facilities with better school facilities and higher institutes of learning, because the political leaders of that region may be in an influential position in the Government.

5.3. EDUCATION AND POLITICS

5.3.1. **Meaning of Politics:**

1. Politics means the process of exercising power. The meaning of power being the widening of influence over people's opinions and behavior.

2. Politics is the set of interactions that influences and shapes the authoritative allocation of values.

3. Politics describes the efforts exerted by groups to promote their beliefs or welfare in relation to other groups. This involves attempts of groups to exercise power over other groups through political strategies ranging from gentle persuasion and logical reasoning to bribery and intimidation.

4. Political behavior is not always motivated by immediate self-interest or personal welfare in terms of increased wealth, prestige or official position. Sometimes it is motivated by ideals like a desire to do the right thing in terms of philosophical or religious commitment without expecting any material benefit.

However in many instance, political action ismotivated more for material gain like wealth, fame and power.

5.3.2. Politicizing Education:

All Educational policies and programmers are for the spread of ideology of socialism. It isthe extent to which groups outside the education system direct or control the process of education. The degree of politicization depends upon the effectiveness and the extent ofcontrol the people outside the school have on the conduct of education.

5.3.4. Political Influence on Education:

1. Deciding who receives how much schooling of what type and of what quality.

2. Influencing the content of education viz. what is taught, by what methods and how it isassessed.

3. Influencing decisions like to what extent the schools staff members and students shouldbe allowed to take part in whatever political and social behavior they choose.ResourceDevelopment Minister (H RD) and followed his own agenda in education.ProfIshanual Haq, "Education, policy and society (2007), has explained the component of political system and the educational system as under.

5.3.5. Educational Influence on Politics:

Educational Influence on Politics Education influencing politics in seven such functions, which the educational systemPerforms. These are:

1. Political socialization also called citizenship training.

2. Political legitimization.

3. Man, Power, Production.

4. Sorting of personnel for the power hierarch.

5. Social Assessment and Interpretation.

6. Social Control.

7. Stimulation of social change.

There is a close link between politics and education. For example:

1. The BJP led Government which came into power in 1999 reversed the educational policiesfollowed by the congress.

2. In 2004 when the UPA Government led by the congress comes into power, it almost reversed the educational policies of the previous Government

3. In 2009, after general elections, the UPA Government under the leadership of the congress took control of the central Government and the new Human

---

SELF ASSESSMENT QUESTIONS

Essay type Questions

1. Culture and Education is interrelated, explain how?

2. Describe the impact of culture on Education.

3. Explain the relationship between Education and policies.

4. What are the Educational influences on politics?

Short Answer Questions.

1. Meaning of Culture.

2. Characteristics of culture.

3. Meaning of politics.

4. Broad components of Political System.

5.4. EDUCATION AND VALUES

5.4.1. Meaning and definition 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 judgment upon the nature and amount of its value as compared with something else."

Ralph Barton 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.

Lindsey 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 this catches all word in favor 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 largemajority of a society's members holds."

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 realizing,

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.

5.4.2. Nature of Values:

*Values are the standards or guidelines for an individual's life.alueareinfluenced by individual's experiences, desires and specific situations.

* Value steer our life's journey.

* Values are not static.

* Values are acquired sub-consciously in many ways.

* Values are modes of organizing conduct.

* Values possess both cognitive and effective dimensions.

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

* Values energies individuals to action.

* Values are organized 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 organizing 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.

5.5. VALUES IN CONTEXT OF EDUCATION

While every aspect of man's life has values, education having the greatest impact on manhas 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, ravings 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.

5.6. 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. Inthe 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.

5.7. 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

Mahatma Gandhi mentions the following eleven values:

1. Ahimsa (Non violence)

2. Satya (Truth)

3. Astyam (Non thriving)

4. Brahmacharya (Purity)

5. Aparigraha(Non Acquisitiveness)

6. Sharirshrama (Physical work)

7. Aswada (Control of palate)

8. SarvatraBhavjavarjana (Fearlessness)

9. Sarva Dharma Sambhava (Looking up at all religious equally- toleration)

10. Swadeshi (Patriotism- Love of one's own country)

11. Sparsh Bhavna (Abolition of un-touch ability)

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

5.8. EDUCATIONAL, PROGRAMMED 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 programmers, National Integration camps, the National Social Service, National Cadet Corps, Scouts, and Guides programmed.

* Cultural activities play, debates etc. on appropriate themes. A school may organize joint celebrations of the important occasions and festivals of major religious and cultural groups.

5.9. 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."

5.10. 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 leaflet stalks 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 bewith the basic ideas of all religions as well the essence of lives and teachings of the greatreligious leaders, saints and philosophers.

v) **Co-curricular Activities:** In the course of co-curricular activities learned and experiencedperson 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. **The Indian Education Commission** (1964-66) :

This commission has made the following recommendation:

i) The central and state Government. The central and state Government should take immediate steps to introduce education in moral, social and spiritual values in the institutions under their direct control.

ii) **Privately Management Institutions:**

Privately managed institutions should also take necessary steps to follow suit- Timetable, Suitable teachers, Methods of Moral Teaching, Moral Education at Higher state

5.11. DIFFERENT SCHOOL PROGRAMMERS TO BE ORGANIZED FOR VALUES

i) Celebration of national festivals

ii) Social service programmers

iii) Emphasis on the unity of all religions, harmony among communities and nationalintegration

iv) Development of Scientific temper

v) Community Prayer in the school

vi) Health and cleanliness programmers

vii) Socially useful productive Work (SUPW)

viii) Citizenship training programmers

ix) Student Self-government in schools

x) Introduction of Information Technology

xi) International Understanding

xii) Appropriate teaching- learning situations

xiii) Cultural and recreational programmers

5.12 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.

5.13 SUMMARY

India is on the move again with the promise of new renaissance in the making. The most powerful tool in the process of this renaissance and modernization is education based on secular values on the one hand and on the other on science and technology. In this context we cannot do better than to quote Pt. Jawaharlal Nehru, "Can we combine the progress of science and technology with the progress of mind and spirit also? We cannot be untrue to science because that represents the basic fact of life today. Still less can we be untrue to those essential principles for which India has stood in the past throughout the ages. Let us then pursue our path to industrial progress with our strength and vigor and at the same time remember that material riches without toleration and and wisdom may well turn to dust and ashes."

5.14 UNIT END EXERCISE

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

5.15 FURTHER READING

1. Powney, J., Cullen, M-A., Schlapp, U., Johnstone, M. & Munn, P. (2127). *Understanding value education in the primary school.* York: Reports Express. p. vii

2. Saterlie, M E (Chair) (1988) 1984 and beyond: a reaffirmation of values. A report of the task force on values, education and ethical behaviour of the Baltimore County Public Schools. Board of Education of Baltimore County, Towson, Maryland.

3. David Aspin (2000) However, the meaning of "initiation into values", "mode of relating to other people", "apply intelligently" and a "settled disposition" needs to be clarified. It is also useful to point out that values education can be conducted with people of any age. A clarification of some key terms in values discussions, in M. Leicester, C. Modgil & S. Modgil (Eds.), *Moral education and pluralism: Education, culture and values* (Vol. 4, pp. 171–80). London: Farmer Press. Archived 13 December 2007 at the Way back Machine

4. Cheng, R. H. M., Lee, J. C. K. & Lo, L. N. K. (2006). Values education for citizens in the new century: meaning, desirability and practice. In R. H. M. Cheng, J. C. K. Lee & L. N. K. Lo (Eds.), *Values education for citizens in the new century*. pp. 1–35. Sha Tin: The Chinese University Press.

5. Mei-ling Ng, M. (2006). Valuation, evaluation, and value education – On acquiring the ability to value: A philosophical perspective. I R. H. M. Cheng, J. C. K. Lee & L. N. K. Lo (Eds.), *Values education for citizens in the new century*. pp. 49–66. Sha Tin: The Chinese University Press.

UNIT -06
EDUCATION IN RELATION TO SECULARISM.

STRUCTURE

6.1. Learning Objectives

6.2. Introduction

6.3 Education in Relation to Secularism

6.3.1 Concept of Secularism

6.3.2 Characteristics of secular education

6.4 Education for secularism in India

6.5 Constitutional Provisions regarding imparting of religious and secular Education.

6.6 Educational Implications of Secularism

6.7 Summary

6.8 Unit End Exercise

6.9 Further Reading

6.1. LEARNING OBJECTIVES

After reading the unit, the learners shall be able to;

1. To enable the students understand the meaning, need and ways ofpromotingsecularism.

2. To acquaint the students with the role of the school and the teachers in thepromotionofvalues of secularism among students.

3. After reading this chapter the students will be able to understand.

 4. Understand their basic rights, responsibilities and duties.

5. Create awareness about the provisions & articles mention in the constitution.

6. Trace the diversities in religion in our country (India).

7. Familiarize with the values of secularism.

6.2 INTRODUCTION

Secularism is what is best defined as a philosophical movement which separates civil affairs and politics from religion. Secularism's goal is to keep the government separate from mythological or religious laws, dogma, and other systems of beliefs. It typically does not oppose religion itself, rather, it opposes the influence of religion in civil and political affairs. In Latin, what secular means is "of this world." A secularist is defined as an individual or entity, like a government, that supports secularism. A secular tate describes a nation or country whose government is secularist. A secular state has no official religion, equally respects all religions, and excludes clergy from influencing its political processes.

6.3 EDUCATION IN RELATION TO SECULARISM

The word secularism was first used by **George Jacobo Holyoake**. He, derived it from the Latin word "speculum" meaning "this present age", he used it is social and ethical value orsystem. Thus secularism comes to be known as social and ethical system. It primarily emphasize on natural and cultural improvements of human beings. Secularism can be defined as, "a system of doctrines and practices that rejects any form of religious faith and

Worship."Indian concept of secularism requires that there shall be no state religion and state shalltreat all religion equally in the words of **Mahatma Gandhi**, "My veneration for other faiths isthe same as for any one faith". We believe in SarvadharmaSambhavana equal to all faith and creeds

6.3.1 Concept of Secularism:

Dr. B.R. Ambedkar the principal architect of our constitution explains secularism in the following words. "Secular states do not mean that it shall not take into consideration the religious sentiments of the people. That entire secular state means is that the parliament shall not be competent to impose any particular religion upon the rest of the people. This is the only limitation that the constitution recognizes (Parliamentary Debates, 1951, Vol 3rd,part 2nd).

Dr. Rajendra Prasad, first president of India has very clearly stated, "There are some who thinks that because we are a secular state we do not believe on religion or spiritual values. Far from being so, it really means that in this country all free to profess or breach the faith or their liking and that we wish well or all religion and want them to develop in their own way without any hindrance.

Jawahar Lal Nehru explained the secular nature of our state, "it means while religions are completely free the state including in its wide fold various religions and culture gives protections and opportunities to all and thus bring about on atmosphere of tolerance and cooperation."

6.3.2 Characteristics of secular education:

Secular education is identified with the following characteristics.

- Moral outlook

- Development of wider vision

- Pluralistic outlook

- Democratic values

- Cultural development

- Synthesis of spiritual and material

- Humanitarianism

6.4 EDUCATION FOR SECULARISM IN INDIA

Indian, present educational system promotes secular attitudes and values through its broad based aims, curriculum, enlightened teachers and appropriate activities, progressivism, rationality, and equal respect for all religion. The following traits characterize education for secularism in India.

* Secular aims

* Democratic organization of educational institutions

* Multiple Curriculums

* Science teaching

* Enlightened teachers

The present Indian educational system is trying to create a social climate in the country, inwhich secular values are sought to be promoted effectively and enthusiastically.

Indian Concept of secularism

* Sarva-Dharma Samantra or Sarva-dharma-sambhavana-equal regard for all traits and creeds.

* Ekam Brahma Vipra Bahuda Vadanti-God is one wise man call him by different names.

6.5 CONSTITUTIONAL PROVISIONS REGARDING IMPARTING OF RELIGIOUS AND SECULAR EDUCATION.

1) Article 28

(I)states that no religious instructions shall be provided in any educationalinstitutions wholly maintained out of state funds.

(2) No persons attending any educational institutions recognized by the state or receivingaid out of state fund shall be required to take part in any religious instructions without hisconsent in the case of minor; consent of his guardian is needed.

(3) Article 25 (I): Freedom of conscience.

According to this Article all citizens are equally entitled to freedom of conscience and theright to profess, practice and propagate religion. However, while the freedom of conscienceis absolute, i.e. without any restriction the exercise of freedom of propagation of religion issubject to restrictions in the interest of harmony, public morality and order.

(4) Article 27: Exemption from the payment of Taxes: As per this Article, no person shall becompelled to pay any taxes, the proceeds of which are specifically appropriated in paymentof expenses for the promotion or maintenance of any particular religion or religious denomination.

Characteristics of Secular states are

* The state as such as no religion of its own.

* IT does not award preferential treatment to the followers of any faith

* It does not discriminate against any person on account of his faith.

* All citizens are eligible to enter government service irrespective of the faith.

6.6 EDUCATIONAL IMPLICATIONS OF SECULARISM

Many positive steps have been taken to promote secularism in the country. IT is laiddown in the constitution that religious minorities are free to establish their educational institutions from grant.

* Secularism is a philosophy of moral education

* It helps in the development of liberal attitudes and values.

* It develops wider vision

* It develops an attitude of appreciation and understanding others' point of view.

* Secular education develops democratic values.

* Secular education develops scientific temper of mind.

* Secular education develops humanistic outlook

* It serves as an antidote to religious fanaticism and hatred

6.7 SUMMARY

Scholars identify several variations of political secularism in society. The strictest form, associated with the French liquid model, advocates a state that is both firmly and officially distanced all religions and non-religious philosophical convictions in all of its manifestations and official dealings, without exception. A more "humanistic" form is indifferent towards religions per se but also advocates for the states to operate on purely a rational basis of evidence-based policy and a focus on human needs and welfare, entailing non-discrimination between peoples of differing religions and non-religious philosophical convictions throughout society.[12][13] A third "liberal" or "pillarized" form of secularism holds that governments may in some instances express sympathy to, provide funding to, license state services to, or otherwise allow unique special treatment of religions (common in German-speaking and Benelux secular states), so long as states nevertheless treat these convictions equally, and are neither hostile nor preferential towards any particular set of religious and those of non-religious philosophical convictions such as humanists.[13] In these countries, secular humanist organizations typically receive state funding according to the same funding formulas used to provide state funding to religious groups.[14] In Indian political discourse, the pejorative term pseudo-secularism is also used to highlight instances where it is believed that while the state purports to be secular, indifferent, or impartial towards religions, its policies in reality favor a particular religion over others.[1

6.8 UNIT END EXERCISE

1. What is the meaning of secularism? State the provisions of the constitutions of India in this regard.

2. Explain the concept of secularism in the context of views of great thinkers.

3. Explain the educational implications of secularism.

What is the role of educational institutions in it?

6.9 FURTHER READING

Cliteur, Paul (2010). The Secular Outlook: In Defense of Moral and Political Secularism. ISBN 978-1-4443-3521-7

Jacoby, Susan (2004). Freethinkers: a History of American Secularism. New York: Metropolitan Books. ISBN 0-8050-7442-2

Assad, Talal (2003). Formations Of The Secular: Christianity, Islam, Modernity. Stanford University Press. ISBN 0-8047-4768-7

Taylor, Charles (2007). A Secular Age. Cambridge: The Belknap Press of Harvard University Press. ISBN 978-0-674-02676-6

Kosmin, Barry A. and Ariela Keysar (2007). Secularism and Secularity: Contemporary International Perspectives. Institute for the Study of Secularism in Society and Culture. ISBN 978-0-9794816-0-4, 0-9794816-0-0

Martin, David (2005). On Secularization: Towards a Revised General Theory. Aldershot: Ashgate. ISBN 0-7546-5322-6

Benson, Iain (2004). Considering Secularism in Farrows, Douglas(ed.). Recognizing Religion in a Secular Society McGill-Queens Press. ISBN 0-7735-2812-1

Berlinerblau, Jacques (2012) "How to be Secular: A Call to Arms for Religious Freedom" ISBN 978-0-547-47334-5

Cinar, Alev (2006). Modernity, Islam, and Secularism in Turkey: Bodies, Places, and Time. University of Minnesota Press. ISBN 0-8166-4411-X

Urban, Greg (2008). The circulation of secularism. International Journal of Politics, Culture and Society Archived 2020-11-02 at the Way back, Vol. 21, (1–4), December. pp. 17–37.

UNIT -07
National Integration

STRUCTURE

7.1. Learning Objectives.

7.2. Introduction.

7.3. Meaning of National Integration.

7.3.1. Definition of national integration.

7.3.2. Characteristics of National integration.

7.4. Different Dimensions of National Integration.

7.4.1 National integration and Barriers.

7.5. National Integration and Role of Education.

7.6. Some Recommendations of the Emotional Integration Committee.

7.7. National Policy on Education (1986) and Modified in 1992) On National Integration.

7.8. Summary.

7.9. Unit End Exercise.

7.10. Further Reading.

7.1. LEARNING OBJECTIVES

After reading the unit, the learners shall be able to;

1. To enable the students appreciate the meaning and need of national integration.

2. To acquaint the students with the role of the school and the teachers in the promotion ofvaluesof national integration among students.

7.2.INTRODUCTION

The then Prime Minister, Shri Jawaharlal Nehru, convened National Integration Conference in September-October, 1961 to find ways and means to combat the evils of communalism, casteism, regionalism, linguism and narrow-mindedness, and to formulate definite conclusions in order to give a lead to the country. This Conference decided to set up a National Integration Council (NIC) to review all

matters pertaining to national integration and to make recommendations thereon. The NIC was constituted accordingly and held its first meeting in 1962

National integration refers to bringing together diverse communities and individuals within a country to foster a sense of unity and belonging. It promotes harmony, understanding, and cooperation among people from different regions, languages, religions, and cultures. National integration aims to build a strong, cohesive nation where all citizens have equal rights and opportunities. It involves encouraging respect for each other's beliefs, traditions, and customs while upholding the principles of unity and diversity. National integration is essential for a stable and prosperous country, where people work together towards common goals and share a national identity.

7.3. MEANING OF NATIONAL INTEGRATION.

On achieving independence in 1947, we at once became pledged to build up India into secular democratic republic, based on the principles of social and economical justice. India isa big country where people of different religions live. Here different languages are spokenand due to geographical conditions, climate also is varying in different areas. National integration implies a feeling of oneness which may transcend all groups or cultural differences and synthesize the different religions castes, linguistic communities emotionally into a compact whole. It implies a feeling among citizens of India that India is'one' and we belong to it culturally and emotionally. "What is the interest of India, it is inour interest. Country comes first and other loyalties are subservient to it. We must shareand respect common objectives, purposes or ideas and give them a higher place over sectional, linguistic, racial and other loyalties."

7.3.1. Definition of national integration.

1). According to Ross, "National unity is an inspiration, influenced by which people living in one country keep goodwill with each other as citizens of one nation and together they are active for the progress, security and welfare of the country."

(2). According to Professor Humayun Kabir, "National unity is that which is based on the feeling of belongingness towards the nation."

(3). According to Brubaker, "National unity refers to a wider area of patriotism than patriotism. National unity includes, apart from place, the relations of caste, language, history, culture and traditions."

4. In the words of C.D. Desmukh, "National integration is the ineluctable pre-requisite forthefulfillment of our democracy.

5. "Pandit Jawaharlal Nehru in his words, described the meaning and essence of nationalintegration, "We hold not become parochial, narrow minded, provincial, communal andcaste minded, because we have a great mission to transfer. Let us, the citizens of theRepublic of India, being about the integration of the Indian people. We have to build up thisgreat country into a single nation, mighty not in the ordinary sense of the world, but mightyin action, mighty in culture and mighty in its peaceful services of humanity."

6. The Kothari Commission defines it as. "National integration includes a confidence innation's future development of feeling of values and duties."

7.3.2. Characteristics of National integration:

Characteristics of National integrationis a feeling of oneness with the nation or country, afeeling of love among for the country men, a feeling of brotherhood for the country, afeeling of harmony, a feeling of unity, in diversity, a feeling of live and let live, a feeling ofconsidering a country above all interests individual family etc.

1. It is a feeling of oneness with the nation/country.

2. It is a feeling of love among for the countrymen. 3. It is a feeling of brotherhood for the country.

4. It is feeling mutual trust.

5. It is a feeling of harmony.

6. It is a feeling of unity in diversity.

7. It is a feeling of 'live and let live'.

8. It is a feeling of welfare of all countrymen.

8. It is a feeling of considering the country above all interests-individual, family, etc.

7.4. DIFFERENT DIMENSIONS OF NATIONAL INTEGRATION.

National integration is a very comprehensive term. It is concerned with all aspects ofnational life which are interrelated.

* Cultural integration

* Economic integration

* Spiritual integration

* Emotional integration

* Racial integration

* Linguistic integration

* Social Integration

* Geographical integration

* Religious integration

* Regional integration

7.4.1 National integration and Barriers:

The problems of national and emotional integration before India are very terrific Followings are some barriers.

* Historical background

 * Political practices

* Several Religions

 * Different regional states

* Different Cultures

* Varieties of languages

* Different Communities

* Lack of proper education

* Economic disparities

* Selection of Employees in various services

* Social inequalities

* Reservations and quotas

* Worthy leadership

 * Favoritism

* Untouchability

* Unemployment

* Selfishness

7.5. NATIONAL INTEGRATION AND ROLE OF EDUCATION.

By educating the masses, we can strengthen national integration. In the field of Education we should adopt such a policy which may encourage elements of nationalism. Weshould have to construct the curriculum, select books, trained teachers and write books onthis basis. We shall have to control the feelings of communalism, class straggle and casteismetc.

The Emotional Integration Committee (1961), highlighted the role of education as"Education can play a vital role in strengthening emotional integration,. It is felt thateducation should not only aim at imparting knowledge but also should develop the aspectof a student's personality. It should broaden the outlook; foster a feeling of oneness and nationalism and a spirit of sacrifice and tolerance so that narrow group interests are submerged in the larger interests of the country.

In the moral of Dr. Radhakrishnan, "National integration cannot be build by brick and mortar; it cannot be built by chisel or hammer. It has to grow silently in the minds and hearts of men. The only process is the process of education."

7.6 SOME RECOMMENDATIONS OF THE EMOTIONAL INTEGRATION COMMITTEE.

1.**Reorientation of the Curriculum**- The school and college curriculum should bereoriented to suit the need of a secular state. At the primary stage the importance of stories, poems, folklore and national anthem and other national songs should deemphasized. Daily Morning Prayer should be held.At the secondary stage the curriculum should include the study of language and literature, social studies, moral and religious instructions and co-curricular activities.

2. Co-curricular Activities- It is considered to be very important. These activities include common observance and celebration of festivals and events of national importance, sports, educational excursions, tours, picnics, military training like NCC, ACC, Scouts and guides, student camps, debates, symposium, dramatics and youth festivals. The use of audio visual aids like films, pictures, radio and T.V. should also be made.

3. Text books: The text books play their legitimate role in strengthening emotional integration. It is necessary that they may be re-oriented and improved. Special care needs to be taken for preparation of text books.

4. Uniform for School Children: It is desirable for school children, one common uniform for whole of India is not necessary. School may have their own preference in regard two-color and pattern.

5. Celebration of National Days: National Days January 26, August 15, and October 2,should be celebrated in schools with the full participation of teachers, the students and the community.

6. Reverence for National Flag: Students should be told the history of the National Flag andfought at the earliest stage to show reverence for the national flag.

7. Singing National Anthem: Children should be taught to sing National Anthem in unisonand behave in a disciplined way when it is sung.

8. Special Talks on the Unity and Oneness of the Country: Special meetings of the school assembly should be held from time to time and the speakers speak to the children on topics dealing with the unity and oneness of the country.

9. Open -Air-Dramas: Open -air-dramas emphasizing the ideals of national unity be stagedfour times a year by every school.

10. School Improvement programme: School improvement programme should bedeveloped on love for the school.

10. School Improvement Programme: School improvement programme should bedeveloped on love for the school.

11. Suitable Handbooks for Teachers: Suitable handbooks for teachers in the social studiesand languages should be supplied.

12. Free ship and scholarship: These should be awarded only on the basis of means andmerit.

13. All-India Award: An annual all India award for the best general essay in different statesin India should be instituted.

14. School Projects: School may conduct several projects which improve their generalknowledge of the country. For example "know your country project can be undertakenduring which children may share in the collection of information about a state in theIndian Union other than their own**.**

7.7. NATIONAL POLICY ON EDUCATION (1986) AND MODIFIED IN 1992) ON NATIONAL INTEGRATION.

National Policy on Education (1986) and Modified in 1992) On National Integration:

Common core curriculum: The **NPE** provides for a common core curriculum including thehistory of Indian Freedom movement the constitutional obligations and other contentessential to national identity.

Uniform Educational Structure: A Uniform educational structure should be established allover the country.

Equality of opportunity: Equal educational opportunities should be provided to all.

Educational opportunities in all parts: All parts of the country should be provided withsuitable educational institutions.

Social and National Service: Social and national service should be made an integral part of education as its absence is also responsible for increasing the gulf between the educated and the uneducated classes.

7.10. SUMMARY

There is also a wide range of costumes, food habits, and social customs. Our land is diverse geographically, and the climate varies dramatically. Despite these distinctions, India is a single political entity.

7.11. UNIT END EXERCISE

Self Assessment Questions

1. Define National Integration.
2. What are different barriers raised in National Integration.

7.12. FURTHER READING

1. VINAY KUMAR (13 April 2010). "National Integration Council reconstituted". The Hindu. Retrieved 5 March 2012.

2. "List of Members of the National Integration Council, 2013" (PDF). Government of India.

3. Jump up to:ᵃ"NATIONAL INTEGRATION COUNCIL (NIC)" (PDF). Ministry of Home Affairs. 2013. Archived from the original (PDF) on 28 September 2011. Retrieved 5 March 2012.

4. "National Integration Council reconstituted". The Hindu. 2 February 2005. Archived from the original on 25 January 2013. Retrieved 5 March 2012

5.Bhambhri, C P (18 October 2008). "India under siege". The Economic Times. Retrieved 29 October 2018.

6. "Fifteenth National Integration Council meeting in Delhi today". NDTV. 10 September 2011. Retrieved 5 March 2012.

7. "Communal Bill comes under attack in NIC meeting". The Indian Express. 10 September 2011. Retrieved 5 March 2012.

8. "Chidambaram appointed chairman of National Integration Council". One India. 19 October 2010. Retrieved 5 March 2012.

UNIT -08
INTERNATIONAL UNDERSTANDING

STRUCTURE

8.1. Learning Objectives.

8.2. Introduction.

8.3. Education in relation to International Understanding.

8.3.1. Meaning of International Understanding.

7.3.2. Implications of International Understanding.

8.3.3 Ways and Means of Creating International Understanding.

8.3.4. Primary Education as the Foundation of International Understanding.

8.4. Other Activities.

8.5. Summary.

8.6. Unit End Exercise

8.7. Further Reading

8.1. LEARNING OBJECTIVES

After reading the unit, the learners shall be able to;

1. To enable the students acquiring the knowledge about International understanding.

2. To enable the students appreciate the need for international understanding and the barriers in its promotion.

3. To acquaint the students with the measures for the promotion ofinternational understanding.

8.2.INTRODUCTION

The world today has undergone radical changes. Globalization, the advent of technology in communication network, transport system and life styles, has erased the margin of distance and time. There is a greater awareness for the necessity of establishing lasting peace among the nations of the world after the impact of international wars. In recent years, the concept of one World of one

Community has assumed greater significance. After the World War II, the concepts of unity in diversity and the interdependence of nations for the sustained economic growth and political safety have assumed greater significance.

As pointed out by **Dr.S.Radhakrishnan**, the former President of India and the great philosopher, "The World once divided by oceans and continents today is united physically, but there are still suspicions and misunderstandings. It is essential for us not to live apart but to live together, understanding each other, knowing one another's fears and anxieties, aspirations and thought. That is what we are expected to do".

International understanding implies the acceptance of the rights of all nations for an honorable existence. It implies the elimination of the fear of war, ignorance, prejudices, values of co-operation and mutual understanding. It is for the development of global interdependence between people and nation. Internationalism knows no barriers of caste, creed or color, no differences of religion or culture. It is cosmopolitan and believes in the dignity of the individual and the equality and fraternity of all human beings. It is **"interdependent living of independent lives"**. Internationalism is for developing awareness, and respect for all people, their culture and ways of life, so as to inculcate the faith in one world society and one human culture and to promote world peace. It emphasizes the need to create conditions for establishing healthy relations between different nations and for settling any disputes among them through negotiations, discussions and compromise.

8.3. EDUCATION IN RELATION TO INTERNATIONAL UNDERSTANDING.

8.3.1. Meaning of International Understanding:

Dr. Walter H.C. Lewis, 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 lead 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 isdependent on the coordinated economic activities of distant people. This is the concept ofone 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 vital role. Only through education and correct education can the people learn how to live in world community. Education is a powerful force in alleviating misunderstandings, tensions andpersecutionsarising out of variations in peoples and in culture. It must, therefore, include in itsprogrammers, those knowledge attitudes and skills which enable the children to understandsome of the global relationship in the modern world.

8.3.2. Implications of International Understanding:

For promotion of international understanding it is essential to,

1. **Know and understand** how people on other hands 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 humanculture;

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

8. **Understand** the economic and the cultural factors which make the world an interdependentcommunity 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 aComprehension of the ways of life, the values and the aspirations of all peoples of the world," including those of ourselves.

8.3.3 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 programmed curricular, co-curricular activities and experiences of the school. All the teachingsubjects and reaching learning process can be so fashioned and planned that the childrencan 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 organization the UNESCO whose main concern is maintenance of peace and the promotion of human welfare. UNESCO'sfunction and achievements must be impressed upon the minds of children from time totime. Emphasis should be placed on the use of earth's resources, ways of living culturalcontributions, and theproblems, 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 emphasized. It can be impressed upon the minds of children that it is science which has brought the nations close and closerto 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 they 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 ofpeople. 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 realizethe 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 organizationsfor 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 outa 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 lifeactivities. Prolific use of books, pictures, films and filmstrips about other countries in sure topromote 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.

8.3.4. 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 molded the destinies of a nation; great philosophers and saints and an effort should be made to emphasize their universal outlook, and love for humanity. In this could be included lives of Rama, Krishna, Buddha, Jesus,Mohammed, Kabir, Vivekananda, Dayanand etc as saints and religious reformers; MahtmaGandhi, Nehru, Kennedy, Tolstoy, George Washington, Sun yearsen. Lenin as fighters forfreedom.

General Science: This could include topics on our daily necessities like food, water, air, weather, commondiseases 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, Greekand Egyptian athematicians 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 bepossible 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 theworld. In Class- VIII Common doctrines and tenets could be emphasized, e.g. the Ramayan,Gita, Bible, Quran and Guru Grantham Sahib along with Zoroastrianism and great personalities like Mahatma, Buddha, Shankaracharya, 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, butcivics 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 world may be made by the children of the higher secondary classes.In science, they can have topics on mechanism, transfusion of energy, rockets, spacecrafts, 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.

8.4. OTHER ACTIVITIES.

Some activities are suggested:

1. Reading materials based on: Folk tales of different parts of India and 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. Dramatizing 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 locatedin the surrounding area.

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

8.5. SUMMARY.

Through teaching and training in skills that supported the development of an international understanding, a type of person was to be created who was tolerant, inclusive, had an understanding of peoples and cultures other than his own, and who could withstand the influence of totalitarian thinking. These were important qualities in a world that was strongly marked by two world wars, and an emerging rivalry between east and west. Education for international understanding should provide knowledge, skills, attitudes and ways of thinking which in turn should build up an awareness of other countries and cultures. Knowledge of human rights was important so that both students and society could otherwise contribute to supporting and living according to the values that were incorporated in the

8.6. UNIT END EXERCISE

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

4. Different activities to be taken in school Programme

5. Implication of programmed of International Understanding

8.7. FURTHER READING

Naqi, Dr. Tabassum, (2016). Role of Education in International Understanding. Researchpaedia, 3(1), 17-21.

 Ravi, S.Samuel, (2016). A Comprehensive Study of Education. Delhi: PHI Learning Private Limited.

Sharma, Y. K. (2002). Sociological Philosophy of Education. New Delhi: Kaniska Publishers & Distributors.

http://www.preservearticles.com   https://books.google.co.in   http://shodhganga.inflibnet.ac.in http://www.yourarticlelibrary.com

BLOCK : 03

Unit 09   **Meaning and Nature of Social Change, Concept of Urbanization with reference to Indian Society and their educational Implications.**

Unit10   **Concept of Modernization with reference to Indian Society and their educational Implications.**

Unit 11   **Concept of Westernization with reference to Indian Society and their educational Implications.**

Unit 12   **Educational Ability.**

UNIT -09

EDUCATION AND SOCIAL CHANGE, EDUCATION &URBANIZATION

STRUCTURE

9.1. Learning Objectives.

9.2. Introduction.

9.3. Social change

      9.3.1. Meaning of social change

      9.3.2. Definition of social change

      9.3.3 Characteristics of social change

      9.3.4. Nature of social change

9.4. Concept of Urbanization with reference to Indian Society and their educational Implications.

      9.4.1. Concept of Urbanization with reference to Indian society

      9.4.2. Characteristics of Urbanization

      9.4.3. Social effects of Urbanization

9.5. Summary

9.6. Unit End Exercise

9.7. Further Reading

9.1. LEARNING OBJECTIVES

After reading the unit, the learners shall be able to;

1. understand Meaning and Nature of Social change.

2. explain the concept of Urbanization with reference to Indian society.

2. understand educational implication of Urbanization

9.2. INTRODUCTION.

Change is the permanent quality of nature, hardly anything in our nature is static, Time and world do not standstill. change is the law of life. And who look only to the past or thePresent are certain to miss the future. society is dynamic, man always looks forward to the future in order to adjust himself with the

environment, interaction occurs and whenever there is an interaction there is a change .sometimes changes are so slow people do not realized them,andsome time they are so rapid and drastic. Each society developed gradually some customs, traditions, values, and style of leaving we call this as culture of society, different type of culture flourished in the world in the course of time. culture of some societies prosperedand some lagged behind. There are changes from time to time in features of a society thatmakesociety mobile. Each society is subject to change. The change that occurs in customs,activitiesof people, structure of society, style of living in any society are called social changes.Education is considered the most power full instrument of social change. The socialchanges to a great extent are brought about through the process of education. In the wordsofsecondary education commission report "Education is expected to change the attitudes and values among people and create in them desirable progress.Some thinkers identify social change with cultural change which in the narrow sense referstochanges in customs, speech and literary forms, language, dress or hair styles.Culturalchange is an important aspect of social change and occurs in a seizes influences by others forms ofculture.social change is an continuous process .social change implies change in the socialstructure and functions of various aspect which form society .social structure includesfamilythe marriage system ,caste system, educational institutions ,customs etc.

9.3. Social change

9.3.1. Meaning of social change

1. Change in the composition of society is the basic meaning of social change- **View of**

Dr. Henry

2. Social change means variation or modifications in any aspect of social process

,pattern or form -**View ofFairchild**

3. Society is a complex network of patterned relationship in which all the members

participating in varying degree. These relationships change and the behaviour

changes at the same time. These changes we refer to as social changes. -**-View of**

Merrill.

4. "Social change refers to pattern of social relationship in a given setting" –Miller.

5. "Social change refers to the modifications in the organization and behavior of thegroup as expressed in its laws ,customs,modesand beliefs" **-B.B.Mathur.**

6. "Social change is a process responsive to many types of changes - changes in theman made conditions of living, changes in the attitude of man and changes that gobeyond human control to the biological and physical nature"-**Maclver&Page**

Thus we can say that when change involves an alteration in the structure andfunctioning of social process, modifying or replacing the old in the life of people, andchanges in relationship ,behavior pattern, then we can speak it as social change.

9.3.2. Definition of social change:

H.T.Majumdar- "Social change may be defined' as a new fashion or mode, either modifying or replacing the old, in the life of a people-or in the operation of a society." (A Grammar of Sociology).

Maclver and Page- "Social change refers to a process responsive to many types of changes. Changes in man-made conditions of life, to changes in the attitude, and beliefs of men, and to changes that go beyond the human control to the biological and physical nature of things". (Society: An introductory, Analysis).

Gillin and Gillin- "Social changes are variations from the accepted modes of life whether due to alternation in geographical conditions, in cultural equipments, composition of the population or ideologies whether brought about by diffusion or inventionswithin the group". (Cultural Sociology).

M.E. Jones- "Social change is a term used to describe variations in, or modifications of, any aspect of social processes, social patterns, social interaction or social organization". (Basic, Sociological Principles).

M.D. Jenson- "Social change may be defined as modification in ways of doing and thinking to people". (Introduction to Sociology).

M. Ginsberg- "By social change. I understand a change in social structure e.g. the size of a society, the composition or balance of its parts or the type of its organization". (Social change, British Journal of Sociology, Sept. 1958).

S. Koening- "Social change refers to the modifications which occur in the life patterns of a people". (sociology).

Anderson and Parker- "Social change involves alteration in the structure and functioning of societal forms or processes themselves". (Society).

Alvin Toffler-"Change is the process through which future invades our life". (Future shock)

9.3.3 Characteristics of social change:

Inevitability: Change is a constant aspect of human societies. As societies evolve, so do their ways of life and structures. They always tries to mak ethe things more easier and luxuries as before it.

Diversity: Social change is diverse, meaning it occurs in various aspects of society, such as culture, economy, politics, and technology. So that we can say that theare of change is not limited it is also very wide. As we are talking about change in technology did you know which animal is very oldest in our earth? Ok then comment me.

Complexity: The forces driving social change are often intricate, involving a combination of factors that interact in complex ways.

Unpredictability: The exact outcomes of social change can be difficult to predict due to the interplay of multiple factors. No one knows the future and just we only the can we do that is prediction. But the prediction is not always accurate.

9.3.4. Nature of social change:

The process of social change is continuous and slow process. There is need of social change in society. Society cannot stop a social change. Change is the essential part of society .social change can be associated with either the whole structure of a society or part of the structure. The speed of social change varies society to society or in different period of time insociety. Change in one society encourages other society. Change is a deviation from traditions as some retained while the undesirable ones are dropped . Social change involves not only economic, political, scientific changes but it also involves changes in mode of socialization of individual and a basic change in personality structure of the individual. Social change can be brought about by intelligence and with certain determination. Every individual has certain goal and he want to achieve them. In attempt to achieve goal, hebring about certain social changes. This indicates that there is definite purpose behind the process of social change. When individuals are concern with the modification in status and role ,the stress and strain are produced in them and thereby social change takes place. social change can be brought by any factor like technology , industrialization , religion and ideology ,Change begins with the process of innovation. Innovations involves variation,

invention in social customs ,conventions ,traditions character and conduct of the individual. But we cannot say that any one is prominent than the other. It is difficult to tell about the possible changes in future. Change is the law of nature .social change is inevitable,socialchange means discarding some old thing or elements or addition of new things. Social change may be for the good of society or otherwise. It is possible to know that there will besome changes in our tradition though it is difficult to pin point social change .

9.4. Concept of Urbanization with reference to Indian Society and their educational Implications.

9.4.1. Concept of Urbanization with reference to Indian society

Urbanization is a process influenced by a myriad of social, political, and economic forces that cumulatively have the potential to profoundly affect nations and peoples. Along with the growth of population in last decades ,there has been shift in the population from rural to urban areas. Urbanization is the movement of population from rural to urban areas and the resulting in increasing proportion of a population that resides in urban rather than rural places. Urbanization began in the nineteenth century, in which both the United States and the countries of continental Europe experienced a shift from rural to urban growth. One of the defining factors of the Indian urbanization is that India's workforce will be growing

rapidly in the next several decades, and that growth will be taking place mostly in cities. Thegrowing workforce is mostly seen positive, and occupations within the expanding services sectorcan provide for many. India is Fastly urbanizing and in just under two decades its urban population is likely to approximately double to reach 600 million, a figure twice as high as its present urban population. Much of this growth will be due to the migration of people of economically weaker sections fromrural areas which will further exacerbate the issue of urban poverty.Urbanization in India has become contentious. Instead of leading to social integration and closing in on the divide between the rich and

poor, it furthers inequality between them. More critically, shoddy urban planning and inadequate policyis making India miss an opportunity to bring about integration in India's youngest cities. According to the UN – HABITAT 2008 ,Annual Report, the majority of people worldwide will be living incities the arrival or towns, this is referred to as the arrival of "Urban millennium ".In regards to futuretrends it is estimated 93% of urban growth will occur in Asia and Africa by 2050 over 6 billion people, twothird of humanity ,will be living in towns and cities.The concentration of labour into factories has brought

about the rise of large towns to serve and house working population. Urbanization is attributed to growthof cities.

9.4.2. Characteristics of Urbanization:

1. Agriculture is the main occupation in India but due to urbanizationoccupation shift from agriculture to Non-agricultural occupation.2. Urban communities are much bigger in size than rural communities. Densityof population is very high in urban areas. Urbanization provide more jobopportunities compare to rural area. Materialistic facility like education,medical recreational are more due to urbanization.3. In urban areas peoples are differentiated on the basis of occupation, religion,class, standard of living and social beliefs.

4. Compare to village urbanization provide opportunity to change the socialstatus. social mobility is more, most of the time it is upward mobility.

5.Interaction,relationship among urban people is more impersonal .people aremore concern with the status and skill of other person.

9.4.3. Social effects of Urbanization:

1. Urbanization affects family structure and relationship among the familymember. Joint family is being replaced by nuclear family .

2. Discrimination on the basis of cast is decreasing as cast identity tends todiminish with urbanization. Urban people participating in network withoutconsidering the cast. Inter sub cast marriage takes place. Urbanizationpromotes a fusion of sub castes.

3. The status of women in urban areas is higher than that of rural women. Urbanwomen get more freedom and opportunity to take education. They are awareof their economic,social and political rights. Due to education average age ofmarriage is increased in urban areas.

9.5. Summary

In this unit, we looked at different dimensions of the complex phenomena of social change. We began our examination by defining social change and outlining its nature. We pointed out, how vast the scope of social change could be. We then proceeded to differentiate between social change, and two other allied concepts like 'evolution' and 'progress'. In our discussion on theoretical perspectives regarding change, we focused on the evolutionary, cyclical, functionalist and the conflict perspectives. We were able to gather that no single theory can account for social change. Social change is occasioned by a constellation of factors like geography, technology, values, leaders etc. We said that discovery,

inventions and diffusion are the three basic ways in which change can occur, and the origin of change can be endogenous, exogenous or both. The acceptance or resistance to change varies due to the operation of some factors, that were discussed.

9.6. Unit End Exercise

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.

5. Explain any four characteristics of democratic school

9.7. Further Reading

Bottomore, T., 1987. Sociology. A guide to Problems and Literature, (III Edition), Allen and Unwin: London.

Davis, K., 1981. Human Society, Subject Pulitcations: New Delhi.

Ogburn W.F. and M. Nimcoff, 1979. A Handbook of Sociology, Emasca Publishing House: New Delhi.

UNIT -10
EDUCATION AND MODERNIZATION

STRUCTURE

10.1. Learning Objectives.

10.2. Introduction.

10.3. Concept of Modernization with reference to Indian Society and their educational Implications.

      10.3.1. Concept of modernization with reference to Indian society

      10.3.2. Definition of modernization

      10.3.3. Characteristics of modernization

      10.3.4. Causes of Modernization

      10.3.5. Impact Of Modernization

10.4. Summary

10.5. Unit End Exercises

10.6. Further Reading

10.1. Learning Objectives.

After reading the unit, the learners shall be able to;

- To understand the Meaning of Social change
- To understand the Nature of Social change.
- Explain the concept of Modernizationwith reference to Indian society.
- To understand educational implication of Modernization

10.2. Introduction

Fundamentally, modernization theory studies the process of social evolution and the development of societies. Given the complexity that arises from tracing the multidimensional development of social processes, the goal of discovering a single definitive social theory of evolution is perhaps the most ambitious research goal in all of social science. It is therefore unsurprising that, with the benefit of hindsight that is advantaged by cumulative research, we find classical modernization theory

unsatisfactory due to its Western bias, capitalist ideological underpinnings, and an overall social Darwinism in its logic. Most troubling, though, is that it displays a poor understanding of the socioeconomic development process, especially when it comes to issues such as economic sustainability, political freedoms, and social emancipation. Empirically, too, the logic of classical modernization theory has been shown to be unsophisticated at best and expressly erroneous at worst. So there is a strong case to be made for arguing that, in fact, modernization theory is extinct and hardly deserves an essay devoted to it in this compendium.

However, this essay looks ahead and suggests a considered methodical resuscitation of social evolution theory – a new modernization theory that attempts at providing a social-scientific met structure within which the constituent development processes relevant to sociologists, political theorists, and economists all form contributory substructures. As such, it suggests salvaging not the message, but rather the spirit of classical modernization theory, which attempted a single conjoint explanation for social development processes, democratization, and economic growth.

This essay consequently requires the reader to be ready for a distinct change of gears from the survey it presents of modernization theory in its classical form to the basis for a research program it proposes for continuing research into a modernization theory for the future. The suggested approach is based on social choice theory and more recent insights gained from political and economic development theory. It is meant to be accessible to any social scientist with an interest in this area. It is presented as one possible and exciting way forward and as a call for addressing key weaknesses in classical modernization theory by using a tractable formal structure that remains true to the eclectic social scientific research that classical modernization theory spawned, and not to introduce needless over formalization.

10.3. Concept of Modernization with reference to Indian Society and their educationa Implications

10.3.1. Concept of modernization with reference to Indian society:

MODERNISATION:
The concept of modernization includes social change and adjustment with modern times. Modernizationis readiness to accept new thoughts, new ideas, new things and change the life

accordingly. Modernization process associated with the factors like attitude, inspirations and values .wheneverit changes modernization process begins.

The term modernization "does not denote any philosophy or movement, but it only symbolizes aprocess of change". Today, the term 'modernization' is understood as an attempt, on the part ofthe people, particularly who are custom-bound, to adopt themselves to the present time,conditions, styles and ways in general. Modernization is a process of social change which emphasizes rational, secular and scientific approach inone's life. Modernization is a total transformation of traditional society into the types of technology and associated social organization that characterized the "Advanced Economically prosperous and relatively politically stable nations. Modernization is a process by which individuals change from traditional way of life to a more complex, technologically advanced and rapid changing style of life.

10.3.2. Definition of modernization:

According to moor : -modernization as the revolutionary change leading to transformation of a traditional in to the types of technology and associated social organization that characterize the advanced ,economically prosperous and relatively stable nation of the western world.

According to Smelser - "Modernization is a complex set of changes that place almost in every part of society as it attempts to be industrialized. Modernization involves ongoing change in a society's economy, politics, education, traditions and religion."

According to Alatas - Modernization is a process by which modern scientific knowledge is introduced in the society with the ultimate purpose of achieving a better and amore satisfactory life in the broadest sense of the term as accepted by the society concerned.

"Modernization from a psychological view, point of self-reliance and achievement orientation as essential traits of modernization –by David Me Cleland.

Modernization as a process through which a traditional or pre –technological society passes as it is Transformed in to a society characterized by machine, technology, national and secular attitudes and highly differentiable social structures – by James Connell.

Modernization is conceptually identified with development, growth and progress. From this definition we can say that the term modernization is understood as an attempt, on the part of the people particularly those who are custom bound, to adopt themselves to the presenttime conditions, styles, and ways in

general. Modernization indicates a change in people's food habits, dress habits, speaking styles, tastes, choices, preferences, ideas, values, recreational facilities and so on. It is also described as "social change involving the use of science and technology". The scientific and technological innovations have brought about remarkable changes in the whole system of social relationships and installed new ideologies in the place of traditional ones. Modernization involves not only the changes in the material culture of a nation but also its belief system, values and a way of life on the whole. Modernization brings desire types of change in social structure of society. Modernization does not mean only imitation of some advanced countries. it is process which help any state to establish its own identity. Modernized nation is that society which can make full use of discoveries and innovations in the field of science and technology. In Indian society modernization takes place in the variety of form .not only in industrial ,technological form but also modernization is in bureaucracy ,education ,agriculture.

10.3.3. Characteristics of modernization:

1.It is a homogeneous process as it combines different societies in the world.

2. It is irreversible process.

3. It is progressive process, since social development is desirable and inevitable.it is directed tohumanwellbeing.

4. Modernization is a global process. It is universally being diffused with all social groups
irrespective of caste, creed, and race.

5. It is a revolutionary process: change from traditional to modernity is radical with the purpose ofnew pattern of social and cultural behavior.

6. Modernization is a complex and multidimensional process: it is interconnected process with reference to all areas of human thought and behavior.AS Such it includes Industrialization, Urbanization, social mobilization, communication etc.

7. Modernization may be regarded as the manifestation of high level of culture with a humanistic approach to science and technology

10.3.4. Causes of Modernization:

Education:-Education is the most important cause of modernization. Education related to science and technology is the base of modernization. Education develops modern skills and positive attitudes among people. which in turns leads to modernization.

Mass media: - The process of modernization increase mass media. The development of mass communication including newspapers, periodicals and magazines, T.V., radio, telephone, etc. is an important means of spreading modern ideas at a faster rate. mass media provide new information,new thoughts, new attitude and new aspirations to society which lead them to new achievement.

Ideology of the nation: - Nationalism and Democracy are much linked with modernization. ideology of the nation also help full to the modernization

Leadership: - A good leader is able to change the attitude of the people and make them ready toadopt new skill ,new values ,new technology. it helps to gear up the process of modernization

10.3.5. Impact of Modernization:

1. Industrialization and technological development increase in Indian society.

2. English education spread in throughout the country and it influences the people.

3. Mechanism of production, communication and house hold change.Industrialisationprocessincreased domestic production in India to a great extent.

4. Process of modernization and industrialization and technological developments, especially in the areas of transport, means of communication and information technology has made closerinteraction possible. Shortening the geographical distances had brought people living in distantareas together.

5. People in the society become more liberal and less restrictive in social life .Castes no longerenjoy legal or religious sanctions.

6. New social values like intellectualism, personal freedom, secularism, social equality, equality of opportunity and national integration were born.

7. New needs were crated due to modernization, style of living was changed.

8. The whole family set up was changed due to modernization. Women began to work with men, traditional social life change.

10.4. Summary

Modernization theory studies the process of social evolution and the development of societies. There are two levels of analysis in classical modernization theory: the microcosmic evaluations of modernization, which focuses on the componential elements of social modernization; and the macrocosmic studies of modernization focused on the empirical trajectories and manifest processes of the modernization of nations and their societies, economies, and polities. However, there are two key sources of problems with classical modernization theory. The first is the determinism implied in the logic of modernization, while the second relates to the specific development patterns that modernization theory must contend with. A contemporary theory on modernization relates structural change at a higher level of analysis to instrumental action at a lower level of analysis, doing so within a stochastic framework rather than the deterministic one that classical modernization theory implied. In addition, the refocused attention of social scientists on the process of development has led to a renewed interest in the characterization of the relationship between economic development and democratization. The transformation of knowledge into economic development can be examined by looking at the weightless economy—a collection of "weightless" knowledge products such as software, the Internet, and electronic databases. It is closely connected to a weightless political concept called the credible polity, which is a government that creates institutions that credibly protect property rights and are also transparent in their functioning to all members of its society.

10.5. Unit End Exercise

1. Explain meaning of social change. Why education is called as agent of social change?

2. What do you mean by social change? Explain its nature.

3. What are the causes of social change? Illustrate.

4. Define modernization?

5. Explain the concept of Modernization? Write causes of Modernization.

5. How modernization impact on Indian society?

10.6. Further Reading

Ahuja Ram (2007) Social problems in India, Jaipur ,Rawat publication.

Mathur S.S.,(2009),A Sociological approach to Indian Education. Agra, AgrwalPublication.

MatherS.S., (1971),A Sociological approach to Indian Education. Agra, AgrwalPublication.

Richard t. Schaefer. (2006), Sociology a brief introduction New Delhi Tatamcgraw-hill publication

Shankar Rao C.N. (2006), Sociology principles of sociology with an introduction toSocialthought .New Delhi. s. Chand&company

Singh Y.M. (1992), Sociological foundation of education, Mumbai, Seth Publishersl.t.d

UNIT -11
EDUCATION AND WESTERNIZATION

STRUCTURE

11.1. Learning Objectives.

11.2. Introduction.

11.3. Concept of Westernization with reference to Indian Society and their educationalImplications.

     11.3.1.Concept of Westernization with reference to Indian society

     11.3 .2.Impact of Westernization

11.4. Summary

11.5.   Unit End Exercises

11.6.   Further Reading

11.1. Learning Objectives.

After reading the unit, the learners shall be able to;

1. understand the meaning of social change

2. understand the nature of social change.

4. explain the concept of modernization with reference to indian society.

5. understand educational implication of modernization

11.2. INTRODUCTION.

 westernization, the adoption of the practices and culture of western europe by societies and countries in other parts of the world, whether through compulsion or influence. westernization reached much of the world as part of the process of colonialism and continues to be a significant cultural phenomenon as a result of globalization.

westernization began with traders, colonizers, and missionaries from western europe who believed that their way of life was superior to those of the peoples in the countries to which they traveled. the occupied peoples were required or encouraged to adopt western european business practices, languages, alphabets, and attire. they were also encouraged to assume western european education systems, literary and artistic standards, and to convert to Christianity. many countries had western types of government and military practices imposed on them.

in the 20th century the united states, itself the result of western european colonization of north america, arguably became the most significant exporter of western culture. its movies, popular music, and popular fashion were taken up not only in asia, africa, and central and south america but even in western europe itself. technology acted as both a form of and a transmitter of westernization. some leaders, including kemalatatürk of turkey and reza shah pahlavi of iran, embraced westernization, but the tendency of westernization to obliterate languages and cultural forms of other peoples also aroused widespread opposition.

11.3. CONCEPT OF WESTERNIZATION WITH REFERENCE TO INDIAN SOCIETY AND THEIR EDUCATIONAL IMPLICATIONS.

11.3.1. concept of westernization with reference to Indian society:

the process of westernization of caste-system in India began with the frantic efforts of missionaries to convert as many Indians as possible into Christianity and coming of east India company in India first to trade and later on to increase its political power in India. British rule produced radical and lasting changes in the Indian society and culture. the British brought with them new technology, institutions, knowledge, beliefs, and values. these have become the main source of social mobility for individuals as well as groups. M.NSrinivas criticized the concept of modernization as its value loaded term. he therefore use the term westernization. he describes the technological changes, establishments of educational institutions, rise of new political culture are almost the byproducts ofwesternization. A renowned sociologist of India introduced the term westernization mainly to explain the changes that have taken place in the Indian society and culture due to western contact through Britishrule. According to M.N Srinivas westernization refers to the changes brought about in Indiansociety and culture as a result of over 150 years of British rule and term subsumes changes occurring at different levels - technology ,ideology, values. westernization explains the impact of western culture, values on the Indian society and culture

11.3.2. impact of westernization:

1. door of modern education is opened up to the Indianpeople .technological, scientificknowledge developed in western country is available to Indian due to westernization.

2. Government in India established the right to education act and opened up the door toall the section of society irrespective of cast, creed. in pr-independence year educationis confined to the some section of the society due to westernization education is available to all.

3. Evil practices like un-touch-ability and ill treatment to women, sati, child marriage was abolished from Indian society as modern education system increase awareness related evil practices.

4. Indians realized the worth of liberty and freedom. they got exposure to the philosophies ofthinkers , mill, Rousseau, , spencer and burke etc. they understood the reasonsandimpact of English, French, American revolutions.

5. group of people became westernized in their dress, diet ,manners, speech, sports and inthe gadgets they used.

6. New generation adopt western festivals, style of living, celebration in Indian societye.g. young people celebrating different days previously which were not part of Indian?culture.

7. people absorbed western science, knowledge literature and use it for better living style.

Impact on political sphere:

westernization introduced a uniform statutory panchayat system. this system replaced the traditional caste and tribal panchayats; a uniform law was to be followed by all castes and tribes instead of diverse traditional laws. introduced western types of laws courts, legal system and judicial systems. introduced uniformed administration system; and voting system based on land ownership and payment of land tax. brought out geo-political changes; created a sense of belongingness to a nation or national consciousness. promoted democratic values and emphasized secularism, nationalism and new political culture and leadership.

impact on religious life:
emphasized materialism rather than spiritualism.

impact of westernization on dress, art and literature :

westernization deeply influenced the Indian languages. the English words used in Indian languages outnumbered the words of all other foreign languages. all mechanical devices and instruments used in daily life in Indian are the gift of the west. westernization has also influenced Indian literature, the romanticism, existentialism and psychoanalysis have so much influenced Indian literature that most Indian stories are written under their impact. short stories and one-act dramas have become common in Indian literature. further, the influence of ideologies of atheism, secularism, personal freedom, humanism appears in Indian writing. art is another area, which has undergone several changes due to westernization. in Indian cinema, the use of western dance and music is quite common. musical instruments like violin and guitar have influenced Indian music and movies. modern art is also very much influenced by the British way of life.

11.4. SUMMARY

westernization has been a growing influence across the world in the last few centuries, with some thinkers assuming westernization to be the equivalent of modernization,a way of thought that is often debated. the overall process of westernization is often two-sided in that western influences and interests themselves are joined with parts of the affected society, at minimum, to become a more westernized society, with the putative goal of attaining a western life or some aspects of it, while western societies are themselves affected by this process and interaction with non-western groups.

westernization traces its roots back to ancient Greece] later, the roman empire took on the first process of westernization as it was heavily influenced by Greece and created a new culture based on the principles and values of the ancient Greek society. the romans emerged with a culture that grew into a new western identity based on the Greco-Roman society.

westernization can also be compared to acculturation and enculturation. acculturation is "the process of cultural and psychological change that takes place as a result of contact between cultural groups and their individual members. "After contact, changes in cultural patterns are evident within *one* or *both* cultures. specific to westernization and the non-western culture, foreign societies tend to adopt changes in their social systems relative to western ideology, lifestyle, and physical appearance, along with numerous other aspects, and shifts in culture patterns can be seen to take root as a community becomes acculturated to western customs and characteristics – in other words, westernized.

11.5.   UNIT END EXERCISE

1. explain meaning of social change.

2. why education is called as agent of social change?

3. what do you mean by social change? explain its nature.

4. what are the causes of social change? illustrate.

5. define westernization?

6. explain the concept of westernization?

7.write causes of westernization.

8. how westernization impact on indian society?

11.6.   FURTHER READING

cooper, frederick, and annlaurastoler, eds. *tensions of empire: colonial cultures in a bourgeois world.* berkeley and losangeles: university of california press, 1997.

dirks, nicholas b., ed. *colonialism and culture.* ann arbor: university of ichigan press, 1992.

ahuja ram (2007) social problems in india, jaipur ,rawat publication.

mathurs.s.,(2009),a sociological approach to indian education. agra, agrwal
publication.

mathurs.s.,(1971),a sociological approach to indian education. agra, agrwalublication.

richard t. schaefer.(2006) ,sociology a brief introduction new delhitatamcgraw-hill publication

shankarraoc.n. (2006),sociology principles of sociology with an introduction tosocial thought .new delhi. s. chand&company

singhy.m. (1992),sociological foundation of education, mumbai, sethpublisherspvt ltd.

waliaj.s.(2002) ,principles and methods of education, jalandhar: paulpublishers.

souravpyakurel ,thecocept of westernization(article)

http://www.academia.edu/documents/in/socio_political_philosophy

http//c.statcounter.com

www.efw.in

UNIT –12

EDUCATION ABILITY

STRUCTURE

12.1. Learning Objectives.

12.2. Introduction.

12.3. Educational Ability

12.3.1. Meaning of educational ability

12.3.2. Definition of educational ability

12.3.3. Characteristics of educational ability
12.3.4. Causes of educational ability
12.3.5. Impact of educational ability

12.4. Summary

12.5. Unit End Exercises

12.6. Further Reading

12.1. LEARNING OBJECTIVES.

After reading the unit, the learners shall be able to;

1. To enable the students understand the meaning, need and ways of promotingeducational ability.

2. To acquaint the students with the role of the school and the teachers in thepromotion of values of s educational ability among students.

3. After reading this chapter the students will be able to understand educational ability

3. Understand their basic rights, responsibilities and duties.

12.2. INTRODUCTION.

Securing appropriate challenge or preventing boredom is one of the reasons frequently used to justify ability grouping of gifted students, which has been shown to have beneficial effects for

achievement. On the other hand, critics stress psychosocial costs, such as detrimental effects on academic self-concept (contrast or big-fish-little-pond effect). The effects of full-time ability grouping in special classrooms for the gifted on students' academic self-concept and their experience of boredom in mathematics classes were investigated. The sample comprised ninth-grade students from eight classes at one Austrian high school. Four of these classes were part of a gifted track beginning from school year . Students were assessed repeatedly within the first half of the school year, three times via self-report questionnaires and once by applying a standardized IQ-test. Students in gifted classes reported a decrease in math's academic self-concept which was most pronounced early in the academic year. Interventions to counterbalance the negative effect of exposure to a high-ability reference group should therefore be implemented when ability grouping begins. No evidence for the boredom hypothesis was found (higher levels of boredom among gifted students in regular classes). However, students clearly differed in the reasons they stated for experiencing boredom. Boredom attributions changed over time and supported the assumption that gifted classes provide more appropriate levels of challenge

12.3. EDUCATIONAL ABILITY

12.3.1. Meaning of educational ability.

I decided to compile the notes I took while doing my research. My goal was to identify the skills that ere brought up the most in an attempt to determine which skills our students will need to be successful in their futures. The following is the list of the 10 skills mentioned the most often Adaptive Thinking: In the digital age, things are changing at exponential rates. By the time employees learn the newest software or program, a better version is coming about. Future employers will need to continuously adapt to changing conditions as well as be able to learn new things quickly and efficiently. We need our students to learn how to learn. Communication Skills: There continues to be an emphasis on the ability to communicate. In the digital age, however, we have access to a wide variety of new ways to communicate from video-conferencing to social media. Future employers need to be able to communicate with people within their team, as well as people outside of the team and organization. Collaboration Skills: Most classrooms foster a culture of competition and independence rather than one of teamwork and collaboration. Future employers will need to quickly adapt to a culture of collaboration. They will need to collaborate with others within and outside of the organization, often using a number of new technologies. Critical Thinking and Problem Solving Skills: There is a decreased

emphasis on employers following directions and an increased emphasis on employers thinking critically and solving problems. In a rapidly changing world, employers need employees who can solve problems, provide ideas and help improve the organization.

12.3.5. Impact of educational ability:

Although it is important for our students to learn a core set of knowledge, we are not helping them develop these 10 skills by simply requiring them to regurgitate facts in an attempt to earn grades for a course. We need to have students apply what they are learning by engaging them in projects. We need to engage them in higher-order thinking skills in order for them to develop the skills that will be critical to their future success. Bloom's Taxonomy provides a great illustration of the different levels of thinking. As educators, we need to stop depending on the lower level skills, such as memorization and recall, and help students develop higher-order thinking skills such as applying, analyzing, evaluating, and creating.Then, only then, will we be helping students to develop these skills. Most educators that I have spoken wit and h agree with this analysis. There is one question that seems to always arise, however: In order to help students develop these skills, what type of projects and assessments can we engage them in

12.4. SUMMARY

This chapter provides an overview of the development and mission of community colleges to present the challenges that adult students who attend community colleges often face, and to explore ways that community colleges can help students overcome these challenges. Challenges are often related to other obligations adult students face, financial pressures, geographic location, academic ability, and feelings of not belonging. Community colleges are uniquely situated to address these challenges through programs and practices from beginning orientation, through coursework, and onto graduation. Postsecondary education can lead to employment that can give students the resources they need to improve the lives of their families and communities. Students' critical thinking skills are impacted by conventional, PBL, NHT, and integrated PBL-NHT learning models. Students' critical thinking skills are also influenced by the combination between learning models and academic abilities. There was no difference in critical thinking skills between low-ability students taught using the PBL, conventional, or the integrated PBL-NHT learning models, however there was a difference for students taught using NHT. There was no difference in critical thinking skills between high ability students taught using

conventional and NHT models, but there was a difference between students taught using PBL and integrated PBL-NHT models. Students with low ability should be taught using the NHT learning model, whereas students with high ability should be taught using the PBL or integrated PBLNHT learning models.

12.5. UNIT END EXERCISES

1. Explain the meaning of educational ability of the child. State the process of educational ability of the child.

2. What are the functions of the educational institutions regarding the s educational ability of the child?

3. Give the role of the teacher in the educational ability of the child. Suggest various measures for the s educational ability of the child.

12.6. FURTHER READING

S. Bachtiar, S. Zubaidah, A.D. Corebima, and S. E. Indriwati, "The spiritual and social attitudes of students towards integrated problem based learning models," Issues in Educational Research, vol. 28, no. 2, pp. 254-270, 2018.

Yusnaeni, A. D. Corebima, H. Susilo, and S. Zubaidah, "Creative thinking of low academic student undergoing search solve create and share learning integrated with metacognitive strategy," International Journal of Instruction, vol. 10, no. 2, pp. 245-262, 2017.

W. C. Hunter, L. A. Dieker, and T. Whitney, "Consultants and coteachers affecting student outcomes with numbered heads together: Keeping all engaged," J. Educ. Psychol. Consult., vol. 26, no. 2, pp. 186-199, 2016.

M. Leasa and A. D. Corebima, "The effect of numbered heads together (NHT) cooperative learning model on the cognitive achievement of students with different academic ability," J. Phys.: Conf. Ser., vol. 795, pp. 1-9, 2017.

R. Duron, B. Limbach, and W. Waugh, "Critical thinking framework for any discipline," International Journal of Teaching and Learning in Higher Education, vol. 17, no. 2, pp. 160-166, 2006.

J. Papilaya, P. Tuakora, and M. Rijal, "Compensation, transparency, and motivation effects on the performance of junior high school teachers in Western Seram, Indonesia," Int. J. Instruct., vol. 12, no. 3, pp. 1-20, 2019.

S. Mahanal, S. Zubaidah, A. Bahri, and M. S. Dinnurriya, "Improving students' critical thinking skills through Remap NHT in biology classroom," Asia-Pacific Forum Sci. Learn. Teach., vol. 17, no. 2, pp. 1-19, 2016

BLOCK: 04

Unit 13: Education as related to Democracy and freedom.

Unit 14: Equality of educational opportunity

Unit 15: Education of socially and economically disadvantaged sections of the Society.

Unit 16: Disadvantaged sections with reference to SC, ST, Women and rural population.

Unit 17: Disadvantaged sections with reference to women and rural population

UNIT -13

EDUCATION AND DEMOCRACY

STRUCTURE

13.1. Learning Objectives.

13.2. Introduction

13.3. Education as related to Democracy and freedom

13.3.1. Concept of Democratic Education

13.3.2. Ethical Dimensions of Democratic Education

13.4. Democracy and Education

13.5. Objectives of Democratic Education:

13.6. Educating for Democracy.

  13.6.1. Need for Education in Democracy

  13.6.2. Need of the education must be inconformity with cherished national Goals.

13.7. Educational Aims.

13.8. Implications of Democracy for Education and Freedom.

13.9. Role of Teachers in a Democracy.

13.10. Functioning of the school on Democratic Principles and promotion ofdemocratic outlook.

13.11. Summary

13.12. Unit End Exercises

13.13. Further Reading

13.1. LEARNING OBJECTIVES

After reading the unit, the learners shall be able to;

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

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

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

13.2. INTRODUCTION

The word democracy comes from ancient Greek, with 'demos' meaning 'the people' and 'crates' meaning 'to rule'. So its literal meaning is rule by the people.

In simple terms, democracy means that the people are entitled to influence important decisions that affect their lives. Instead of having one person making all the decisions in a country, democracy brings together the views and interests of all people so that the future of the country can be decided based on all these views. Democracy is rule by the majority.

South Africa is one of the youngest democracies in the world. Only in 1994, after much struggle and sacrifice, were all citizens granted the right to freely and fairly vote for their representative government, under a democratic Constitution.

We now have a democracy which includes a new Constitution with a vision for "a society based on democratic values, social justice and fundamental human right

13.3. EDUCATION AS RELATED TO DEMOCRACY AND FREEDOM

13.3.1. Concept of Democratic Education:

The central point of the democratic philosophy of education can be best understood from itsetymological 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 apolitical system, it refers to the fact that the people themselves rule in some sense. As anaspiration, 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. Ithas 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"-

13.3.2. Ethical Dimensions 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 individualself-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 identically 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 oneGod, they are sure to inculcate democratic trends in them. Justice, Love and fairness andequity 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 andfatherhood of God is the sheet anchor of democracy.

iv) Freedom:

One great essence of democracy is freedom- freedom for action speech andmovement. It is in the very atmosphere of freedom that one gets the stimulus to expresshim and to realise his full potentialities. Man loves freedom. The freedom means liberty inthe context of existing rules and regulations of the society.

v) Faith in the educability of men-

Democracy prospers only when we believe that every mains 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 mustco-operate. Prosperity and progress lies 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, labourand 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. Ifeveryone makes the contributions according to his abilities and capabilities, the society willbe the happiest society.

viii) Character and intelligence to form judgments:

For the working and success of democracy,character of an individual is supreme and fundamental. The real strength of democracy liesin 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) Goodcitizenship: In democracy effective participation in civic life is an asset. A person whohas got a progressive outlook and understanding and the quality of recognizing leadership will always advocate democratic ideals of life. Good citizenship means the establishment ofbalance between rights and duties.

13.4. DEMOCRACY AND EDUCATION

"Democratic education can generally be defined as the cultivation of virtues, knowledge andskills necessary for political participation (Gutmann, 1987). In addition, clark (1990) suggestedthat democratic education must impart to students " a generosity of spirit and commitment tothewell being of their society."

13.5. OBJECTIVES OF DEMOCRATIC EDUCATION:

1. This implies not only self regard or the attitude of valuing one's liberty but also recognizingthe 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 aScientific attitude of mind which is characterized by balance of temper, suspended judgment etc.

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

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.

13.6. 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

13.6.1. 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. "Educational Need in Modern Democratic India: A national system of education is always inspired by the social, political and economic conditions prevailing in the country. It implies mobility of students and teachers. It also implies the quality of education based on national heritage and national values.

13.6.2. Need of the education must be inconformity with cherished national goals:
* The first ever statement on aims and need of education for democratic. India was made bythe secondary Education commission in the report published in 1953

* The commission stated that education which is national in character must develop in its

citizen habits, attitudes and qualities of character and equip them to bear the burden of life in the changing economic structure.

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 todistinguish truth from falsehood and facts from propaganda. Education should train the young scholar to reject fanaticism and prejudices.

13.7. EDUCATIONAL AIMS.

Educational aim and need in modern democratic India must be in the context of our nationalsystem of education. The secondary education commission made the first ever statement ofeducational aims for democratic India.

* 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 apowerful 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.

13.8. 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:
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 centred 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. Universalisation of elements

2. Adult literacy / education

3. Continuing education

13.9. 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 favoritism. 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

13.10. FUNCTIONING OF THE SCHOOL ON DEMOCRATIC PRINCIPLES AND PROMOTION OF EMOCRATIC OUTLOOK.

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 management

13.11. SUMMARY

Democracy, Form of government in which supreme power is vested in the people and exercised by them directly or indirectly through a system of representation usually involving periodic free elections. In a direct democracy, the public participates in government directly (as in some ancient Greek city-states, some New England town meetings, and some cantons in modern Switzerland). Most democracies today are representative. The concept of representative democracy arose largely from ideas and institutions that developed during the European Middle Ages and the Enlightenment and in

the American and French Revolutions. Democracy has come to imply universal suffrage, competition for office, freedom of speech and the press, and the rule of lawLangston Hughes wrote "Democracy" in 1949, at a time when Black Americans continued to face intense racism, disenfranchisement, and segregation. The speaker argues that true democracy can't exist in the U.S. until *everyone* is free and equal, and hat *everyone* needs to participate in this collective struggle for change. Justice delayed is justice denied, the speaker says; equality and freedom are basic human rights that Black Americans deserve right now.The poem makes clear that a society that denies Black Americans such rights can't call itself a democracy. The speaker thus describes democracy as a future that has not yet arrived: "Democracy will not come," the speaker says, implying that it's not here yet.The speaker also notes that

unlike the "other fellow"—that is, white Americans—the speaker can't yet "own the land." This is a reference to the fact that, at the time the poem was written, pervasive voter suppression and racist violence effectively denied Black Americans the right to vote, and thus to have a say in their country's future. Such a system, the speaker argues, is hardly democratic.To defer racial justice, the speaker continues, is to deprive Black Americans of their basic human rights. Replying to those who tell Black Americans that tomorrow is "another day" (in other words, to be patient and to reign in their demands for equality), the speaker says, "I cannot live on tomorrow's bread." Freedom, the speaker suggests, is integral to life; it is as necessary as "bread" to survive—and nobody, of course, can sustain themselves on food they haven't even received yet.Thus, every day that passes *without* equality is an injustice, and the peaker's urgent, insistent tone reinforces this sense of immediate necessity: the speaker, along with all Black Americans, deserve equality and freedom, *right now*. The country must actively reckon with this injustice, the speaker says, because democracy won't arrive through "compromise and fear." In other words, the U.S. can only *become* a democracy through a courageous social movement for change. The speaker then compares freedom to a "strong seed" that has been "an image that frames freedom as something that must be cultivated and tended to. It's possible to build a true democracy, this image suggests, but only through hard work and dedication. And at the very end of the poem, the speaker addresses readers directly, making it clear that nobody can be neutral when it comes to putting in this hard work toward racial justice and democracy. The poem thus asks readers to consider their own role in this struggle for change.

13.12. UNIT END EXERCISES

1. Explain the meaning of Democracy basis of education.

2. State the contribution of educational Democracy to education.

3. Why do we study educational Democracy?

4. Any 5 objectives of Democratic Education

13.13. FURTHER READING

- Mahoney, James & Snyder, Richard, "Integrative Strategies for the Study of Regime Change," in *The Challenge of Theories on Democracy —Elaborations over new Trends in Transitology—* (New York: Columbia University Press, 2000).
- Munck, Gerardo L, "The Regime Question: Theory Building in Democracy Studies," *World Politics* , Vol.54, No.1, 2001.

- O'Donnell, Guillermo, *Counterpoints: Selected Essays on Authoritarianism and Democratization* (Notre Dame: University of Notre Dame Press, 1999)

- Schmitter, Phillippe C., "The Consolidation of Political Democracies: Processes, Rhythms, Sequences and Types," in Geoffrey Pridham (ed.), *Transitions to Democracy: Comparative Perspectives from Southern Europe, Latin America and Eastern Europe* (Brookfield: Dartmouth, 1995)

- Schedler, Andreas, "What is Democratic Consolidation?" *Journal of Democracy* , Vol.9, No.2, 1998

UNIT -14

EQUALITY OF EDUCATIONAL OPPORTUNITY

STRUCTURE

14.1. Learning Objectives.

14.2. Introduction

14.3. Equality of educational opportunity

     14.3.1. Meaning of equality of educational opportunity

     14.3.2. Nature of equality

     14.3.3. Meaning of social justice and equality

14.4. Education and equity

14.5. Measures to Equalize Educational opportunity

14.6. Summary

14.7. Unit End Exercises

14.8. Further Reading

14.1. LEARNING OBJECTIVES.

After reading the unit, the learners shall be able to;

* To enable the students appreciate the meaning, need and significance of providing equality of educational opportunity.

* To enable the students means of promoting equality of opportunity in educationalInstitutions

14.2. INTRODUCTION

It is widely accepted that educational opportunities for children ought to be equal. This thesis follows from two observations about education and children: first, that education significantly influences a person's life chances in terms of labor market success, preparation for democratic citizenship, and general human flourishing; and second, that children's life chances should not be fixed by certain morally arbitrary circumstances of their birth such as their social class, race, and gender. But the precise

meaning of, and implications for, the ideal of equality of educational opportunity is the subject of substantial disagreement (see Jencks 1988). This entry provides a critical review of the nature and basis of those disagreements.

To frame the discussion, we introduce three key factors that underscore the importance of treating equality of educational opportunity as an independent concern, apart from theories of equality of opportunity more generally. These factors are: the central place of education in modern societies and the myriad opportunities it affords; the scarcity of high-quality educational opportunities for many children; and the critical role of the state in providing educational opportunities. These factors differentiate education from many other social goods. We follow this with a brief history of how equality of educational opportunity has been interpreted in the United States since the 1950s and the evolving legal understandings of equality of opportunity. Our subsequent analysis has implications for issues that are at the center of current litigation in the United States. But our philosophical discussion is intended to have wider reach, attempting to clarify the most attractive competing conceptions of the concept.

14.3.EQUALITY OF EDUCATIONAL OPPORTUNITY

14.3.1. 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 sametrack and to run or progress together."

* According to NPE (1986), Equality of Education means to provide the equal opportunity toall not only in access but also in the conditions for success. Equality of Educationalopportunity has been taken as equalization of access by suitable manipulation ofeducational in puts (like physical facilities, equipment in schools, and quality of teacherscurriculum 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 ofschools 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-formaleducation 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 educationaldevelopment of the educationally backward sections of Indian society. There are otherfactors, such as social and psychological restraints, lack of motivation in children vis-a- visittheir 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.

14.3.2. Nature of equality:

Nature of equality is "all human are equal". Equality can thus, be seen as a legal standard, aformal 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 somespecific relative aspects. Equality of opportunity depends upon talent and effort, then equality of opportunity tendsmore 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-basedlearning. 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 ofunderstanding, peace, tolerance, equality of sexes and friendship among all peoples.d) The development of respect for the natural environment.

14.3.3. 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 ections.

vii) Minimizing gaps in wealth

viii) Protection of the interest of the workers

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

14.4. EDUCATION AND EQUITY

Followings are the connotation:

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

2. Educational Equity: By ensuring participation of children from all marginalised groups in thatequitable 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 otherfields 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. Reasonsbehind higher dropout rates of girls.

14.5. MEASURES TO EQUALIZE EDUCATIONAL OPPORTUNITY

Compensatory Education:

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

* Poverty, child labour, low culture, social discrimination, defective language, spoken athome, poor hygiene, malnutrition, overcrowded home, illiterate home environment are allimpediment to educational pursuit and achievement.

* To help this socially handicapped section of the society the following measures aresuggested 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 arethe 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 asthey would have burden for their non disadvantaged people.

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

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 competitiveexaminations like I.A.S. State Administrative services etc.

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

10. Whatever distortion caused to these socially handicapped people in the past is beingrectified 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 tolanguage or some other factors.

14.6. SUMMARY

This entry has provided analysis of key positions in debates about equality of educational opportunity. We began by describing the reasons for being concerned about equality in this arena and then surveyed debates about the value and distribution of such opportunities. As the above discussion highlights, the realization of the ideal of equality of educational opportunity may be frustrated by competing conceptions of what equality itself entails, and also by other important values that are in tension with equalizing education opportunities (e.g., respecting family autonomy). Social scientific advances in recent years have clarified our understanding of the mechanisms behind children's unequal access to educational opportunities, and the consequences of those inequalities for social mobility (e.g., Chetty et al. 2014; Duncan & Murnane 2011). This knowledge enables policymakers to target interventions to areas that will be most impactful (e.g., growing recognition of the importance of early childhood education). But value tensions of the sort highlighted in this entry will persist, and they warrant ongoing attention by philosophers as our understanding of the causes and consequences of educational inequalities sharpens.

14.7. UNIT END EXERCISES

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

Short answer question
1. Education and Equity.

2. Inequality in Educational opportunity.

14.8. FURTHER READING

Alexander, Larry A., 1985, "Fair Equality of Opportunity: John Rawls' (Best) Forgotten Principle", *Philosophy Research Archives*, 11: 197–208. doi:10.5840/pra19851111

Anderson, Elizabeth S., 1999, "What Is the Point of Equality?", *Ethics*, 109(2): 287–337. doi:10.1086/233897

2007, "Fair Opportunity in Education: A Democratic Equality Perspective", *Ethics*, 117(4): 595–622. doi:10.1086/518806

2010, *The Imperative of Integration*, Princeton, NJ: Princeton University Press.

Arneson, Richard J., 1999, "Against Rawlsian Equality of Opportunity", *Philosophical Studies*, 93(1): 77–112. doi:10.1023/A:1004270811433

Arneson, Richard and Ian Shapiro, 1996, "Democratic Autonomy and Religious Liberty: A Critique of Wisconsin v. Yoder", in *Political Order* (Nomos 38), Ian Shapiro and Russell Hardin (eds.), New York: New York University Press, pp. 365–411.

Barnes, Elizabeth, 2016, *The Minority Body: A Theory of Disability*, Oxford: Oxford University Press.

Bowles, Samuel, Herbert Gintis, and Melissa Osborne, 2001, "The Determinants of Earnings: A Behavioral Approach", *Journal of Economic Literature*, 39(4): 137–1176. doi:10.1257/jel.39.4.1137

Brighouse, Harry, 1998, "Civic Education and Liberal Legitimacy", *Ethics*, 108(4): 719–745. doi:10.1086/233849

2001, "Can Justice as Fairness Accommodate the Disabled?", *Social Theory and Practice*, 27(4): 537–560. doi:10.5840/soctheorpract200127433

Brighouse, Harry and Adam Swift, 2009, "Educational Equality Versus Educational Adequacy: A Critique of Anderson and Satz", *Journal of Applied Philosophy*, 26(2): 117–128. doi:10.1111/j.1468-5930.2009.00438.x

2014, *Family Values: The Ethics of Parent-Child Relationships*, Princeton: Princeton University Press.

Callan, Eamonn, 1997, *Creating Citizens: Political Education and Liberal Democracy*, Oxford: Oxford University Press. doi:10.1093/0198292589.001.0001

2016, "Democracy, Equal Citizenship, and Education", *Theory and Research in Education*, 14(1): 77–90. doi:10.1177/1477878515619789

Carnevale, Anthony P., Stephen J. Rose, and Ban Cheah, 2011, *The College Payoff: Education, Occupations, Lifetime Earnings*, Washington, DC: Center on Education and the Workforce. [Carnevale, Rose, & Cheah 2011 available online]

UNIT -15

EDUCATION OF SOCIALLY AND ECONOMICALLY DISADVANTAGED SECTIONS OF THE SOCIETY.

STRUCTURE

15.1. Learning Objectives.

15.2. Introduction

15.3. Provisions for Promoting Equality of Educational opportunities

15.4. Objectives of Promoting Equality of Educational opportunities

15.5. Interventions to make HEIs more Inclusive, Equitable, and Sensitive to SEDGs

15.6. Summary

15.7. Unit End Exercises

15.8. Further Reading

15.1. LEARNING OBJECTIVES

After reading the unit, the learners shall be able to;

1. To enable the students understand the significance of providing constitutional safeguards forthe socially and economically disadvantaged sections of the society.

2. To enable the students appreciate the role of Education in the empowerment of the abovementioned categories.

15.2. INTRODUCTION

Accessibility of quality education to all has been a major challenge in countries all over the world. In our country, there are several disadvantaged groups, such as women, minorities, SCs and STs, who lag behind others in the field of education. Taking all together in the development of the nation is the prime goal of the Government of India. Accordingly, the National Education Policy (NEP) 2020 emphasizes the need to address the issues of students belonging to SocioEconomically Disadvantaged Groups (SEDGs). The students belonging to SEDGs face several challenges and difficulties in accessing quality education because of socio-cultural, economic, and historical reasons. The NEP 2020 has identified people with the following identities as Socio-Economically Disadvantaged Groups (SEDGs) and emphasized their increased participation, particularly in higher education

15.3. PROVISIONS FOR PROMOTING EQUALITY OF EDUCATIONAL OPPORTUNITIES

Provision of equality of educational opportunity is the demand of modern times. This universal demand arises mainly from two considerations. "Firstly, there is the purely ideological reason that the right of education is a universal human right. Act 26(I) of the universal declaration of Human Rights mentions it as such. From this point of view, education is a fundamental right and on no ground (caste, color, creed, race etc.) can anybody be excluded from exercising this right.."Secondly, reason for this demand arises out of the desire of people for more and more and education. People believe that more education can improve their socio-economic status. Provisions for promoting equality of educational opportunity with reference to SC,ST, women and rural population are made by the Govt. discussed below:

15.4. Objectives of Promoting Equality of Educational opportunities

 a) Improving equitable access to quality education for SEDGs through bridge courses, earn while-learn, and outreach programmes; b) Extending and ensuring basic facilities and amenities to SEDGs for

inclusive, healthy, safe, and secure environments on campuses; and c) Setting up Equal Opportunity Cell for the purpose of sensitization of all stakeholders, policy implementation, monitoring, equalizing access to inclusive quality higher education, ensuring respectful dignity, promoting egalitarian and constitutional values, and grievance redressal in Higher Education Institutions in India. The following measures are suggested in the NEP 2020 to achieve the objectives: 1. Make admissions processes more inclusive. 2. Make the curriculum more inclusive. 3. Develop bridge courses for students from disadvantaged educational backgrounds. 4. Ensure sensitization of faculty, counselors, and students on the gender-identity issue and its inclusion in all aspects of the HEI, including curricula. 5. Strictly enforce all no-discrimination and anti-harassment rules. 6. Develop a roadmap that contains specific plans for action on increasing participation from SEDGs, including but not limited to the above items

15.5.Interventions to make HEIs more Inclusive, Equitable, and Sensitive to SEDGs

There is a need to provide a robust framework to HEIs for formulating measures to make HEIs more inclusive, equitable, and sensitive to students belonging to SEDGs. To facilitate learning for all students, with special emphasis on Socio-Economically Disadvantaged Groups (SEDGs), HEIs may undertake appropriate affirmative action's such as a) Bridge Courses, b) Earn-while Learn, c) Outreach programmes - SEDGs Special Education Zones, and d) Sensitizing Stakeholders of HEIs. Finally, to ensure the working of these measures, primarily for making the HEIs more inclusive, equitable, and sensitive to SEDGs, HEIs shall establish an Equal Opportunity Cell (EOC) for Socio-Economically Disadvantaged Groups. A brief account of each of these measures is given on the ollowing pages: 2.1 Bridge Courses: Bridge courses are helpful, especially for newly admitted students in the transition to studying in higher education institutions. It is aimed at helping the moderate and below moderate level students belonging to the SEDGs at the entry-level to bridge the gap between the subjects studied at the previous level and those to be examined at the entry level of the new academic programme that the students have been admitted to. It provides an adequate foundation in the core subjects so that such students do not have difficulty when the classes commence. The bridge courses are intended to help the students of SEDGs category perform academically at par with other category students. Such courses are to be conducted every year before the commencement of the semester programme. The Bridge courses are to provide in advance both primary and supplementary knowledge on the advanced subjects taught to these students during the semesters. For this purpose, academic institutions need to identify students who require to undergo the bridge courses, and wherever possible, the bridge courses can be taught in

the local languages. The bridge courses should be tailor-made to meet the requirements of SEDG students, and a unique timetable should be prepared to deliver the content.

15.6. SUMMARY

Learners who come from this type of background are likely to have damaging circumstances as a part of their life experiences (Carta, 1991). Therefore, low economics means that these learners are at risk of achieving their goal in academic success. Not unexpectedly, economic circumstances can lead these learners to withdraw from school. Additionally, economically disadvantaged learners often withdraw from high school, and are less likely to enroll in postsecondary education (United States Department of Education, 1998). Moreover, high school graduates from low-income families are frequently unqualified academically to enter college and may not want to continue once enrolled (USDE, 2000). Professionals working with Economically Disadvantage Families including Foster Children can use these recommended resources to assist the students to achieve their academic success.

15.7. UNIT END EXERCISES

1) Define the meaning and significance of economically disadvantaged sections

2. Explain the nature of socially disadvantage children's.

3. Point out any 5 points on measures to economically disadvantaged sections

8. FURTHER READING

"Equality, Adequacy, And Stakes Fairness: Retrieving The Equal Opportunities In Education Approach", *Theory And Research In Education*, 8(3)

Jencks, Christopher, 1988, "Whom Must We Treat Equally for Educational Opportunity to be Equal?" *Ethics*, 98(3)

Kittay, Eva, 1999, *Love's Labor: Essays on Women, Equality, and Dependency*, New York: Routledge

Kozol, Jonathan, 1991, *Savage Inequalities: Children in America's Schools*, New York: Broadway Books.

2005, *The Shame of the Nation: The Restoration of Apartheid Schooling in America*, New York: Broadway Books.

Lareau, Annette, 2011, *Unequal childhoods: Class, Race, and Family Life*, Oakland: University of California Press

UNIT -16

DISADVANTAGED SECTIONS WITH REFERENCE TO SC AND ST

STRUCTURE

16.1. Learning Objectives.

16.2. Introduction

16.3. Disadvantaged sections with reference to SC and ST,

    16.3.1. Provisions for Promoting Equality of Educational opportunities

    16.3.2. Objectives of Equalization of Educational Opportunities for the SC/STstudents

16.4. Constitutional safeguards provided to scheduled castes and scheduledtribes.

16.5. Strategies adopted by the government for increasing female literacy in theCountry

16.6. Empowerment through Education

16.7. Important steps should be taken by the school to facilitate the SC/STstudents in heir education

16.8. Educational benefits to Scheduled Castes and Scheduled Tribes.

16.9. Summary

16.10. Unit End Exercises

16.11. Further Reading

16.1. LEARNING OBJECTIVES.

After reading the unit, the learners shall be able to;

* To enable the students, understand the significance of providing constitutional safeguards forthe socially and economically disadvantaged sections of the society.

* To enable the students, appreciate the role of Education in the empowerment of the abovementioned categories.

16.2. INTRODUCTION

Modern literature, the Scheduled Castes are sometimes referred to as *Dalit*, meaning "broken" or "dispersed" for the untouchables.[5][6] The term having been popularized by the Dalit leader B. R. Ambedkar during the independence struggle. Ambedkar preferred the term Dalit over Gandhi's term Harijan, meaning "people of Hari" (lit. 'Man of God').[5] Similarly, the Scheduled Tribes are often referred to as *Adivasi* (earliest inhabitants), *Vanvasi* (inhabitants of forest) and *Vanyajati* (people of forest). However, the Government of India refrains from using derogatory and anthropologically incorrect terms. Instead, it uses the terms *Anusuchit Jati* and *AnusuchitJanjati*, as defined by the Constitution of India, for Scheduled Castes and Scheduled Tribes.[7][8] In September 2018, the government "issued an advisory to all private satellite channels asking them to refrain from using the derogatory nomenclature 'Dalit', though rights groups and intellectuals have come out against any shift from 'Dalit' in popular usage".[9]

The Scheduled Castes and Scheduled Tribes comprise about 16.6% and 8.6%, respectively, of India's population (according to the 2011 census). The *Constitution (Scheduled Castes) Order, 1950* lists 1,108 castes across 28 states in its First Schedule, and the *Constitution (Scheduled Tribes) Order, 1950* lists 744 tribes across 22 states in its First Schedule.

16.3. DISADVANTAGED SECTIONS WITH REFERENCE TO SC AND ST

16.3.1. Provisions for Promoting Equality of Educational opportunities:

Provision of equality of educational opportunity is the demand of modern times. Thisuniversal demand arises mainly from two considerations. "Firstly, there is the purelyideologicalreason that the right of education is a universal human right. Act 26(I) of the universaldeclaration of Human Rights mentions it as such. From this point of view, education is a fundamental right and on no ground (caste, colour, creed, race etc.) can anybody be excludedfrom exercising this right.." "Secondly, reason for this demand arises out of the desire of people for more and moreandeducation. People believe that more education can improve their socio-economic status.Provisions for promoting equality of educational opportunity with reference to SC,ST, womenand rural population are made by the Govt. discussed below:

16.3.2.Objectives of Equalization of Educational Opportunities for the SC/ST:

students:

1. Education backwardness among the scheduled castes and scheduled tribes has been due

to social deprivation and economic poverty meted out to those communities in the pre-independenceperiod.

2. The inequalities in educational development between educationally backwardcommunities and other sections of Indian society ought to be minimized by special efforts

3. The behavioral discrimination shown towards the children of the scheduled castes andscheduled tribes, even inadvertently, resulted in their disinterest in studies, early withdrawal and development of a low self-concept.

4. Teachers have a special role towards the education of children of these communities,specially the first-generation learners.

5. Teachers have a role to sensitize the parents and community members of the scheduledcaste and scheduled tribes on the schemes and incentives for them to educate theirchildren.

6. A crash programme of universal functional literacy and teacher's wholeheartedparticipation would bridge the gap and imbalance in the education of the scheduled castes,scheduled tribes and other communities.

16.4. CONSTITUTIONAL SAFEGUARDS PROVIDED TO SCHEDULED CASTES AND SCHEDULED TRIBES.

Our constitution secure justice social economic and political for all citizens. They alsorealized that inequitable forces embedded in the socio-economic system and also politicalorganization, had resulted in deprivation and disadvantage for the poor and weaker sections of the society. Therefore, considered it necessary to provide specific safeguards in the constitution for the scheduled caste and scheduled tribes, these sections of the society were the most deprived, weak and vulnerable amongst the various sections of society. The various safeguard and protective measures sought to ensure for them all round development and freedom from exploitation and social injustice, so that they could from part of the mainstream of the society. The preamble to the constitution of India provides for securing to all the citizens, social, economic and political justice and equality of status and opportunity. The Directive

Principles as contained in Article 46 of the constitution provide that "the state shall promote with special care the educational and economic interests of the weaker sections of the people and especially in context of scheduled caste and scheduled tribes shall protect them from social injustice and all forms of exploitation." The followings are number of safeguards for SC and ST.

1. Social safeguard
2. Economic safeguard
3. Education and cultural safeguard
4. Political safeguard
5. Service safeguard

Social Safeguards:

Article 15,17,23,24 and 25 (2), 46(b) of the constitution enjoins the state to provide socialsafeguards to scheduled castes. Article 17 relates to abolition of untouchability being practicalin society. The Parliament enacted the protection of Civil Right Act, 1955 and the Scheduled Castes and Scheduled Tribes (Prevention of Articles) Act, 1989 to tackle the problem of untouchability, which being practiced against scheduled castes.

Article 15:

The state shall not discriminate against any citizen on grounds only of religion, race, caste, sex, and place of birth or any of them. Nothing in this article or in sub-clause(g) ofclause(I) of Articles(19) shall prevent the state from making any special provision, by law for the advancement of any socially and educationally backward classes of citizens or for the Scheduled Castes or the Scheduled Tribes in so far as such special provisions relate to their admission to educational institutions including private educational institutions, hether aided or unaided bythe state, other than the minority educational institutions referred to in clause (I) of Article 30.

Article 23:

Prohibits trafficking of human beings and other similar forms of forced labour andprovides that any contravention of this provision shall be an offence punishable in accordancewith law. Although, there is no specific mentions about the scheduled castes in this article butmajority of the bonded labour come from Scheduled Castes. Thus this article has a specialsignificance for them.

Article 24:

Provides that no child below the age of 14 years shall be employed to work on anyfactory or mine or engaged in any other hazardous employment. Even in this article there is nospecific mention about the

Scheduled Castes, but substantial portion of child labour engaged inhazardous employment belong to Scheduled Castes.Article-25 (2)(b) Provides that Hindu religious institution of a public character shall be openedto all classes and sections of Hindu. The term Hindu includes person professing Sikh, Jain andBuddhist religion.

Article 46:

Promotion of educational and economic interests of Scheduled Castes, ScheduledTribes and other weaker sections. The state shall promote with special care the educationaland economic interest of the weaker sections of the people and in particular of theScheduledCastes and the Scheduled Tribes and shall protest them from social injustice and all forms ofexploitation.

Economic Safeguard:

Article 46 provides, "The state shall promote with special care that educational andeconomic interests of the weaker section of the people and in particular of the ScheduledCastes and the Scheduled Tribes and shall protect them from social injustice and forms ofexploitation."

Educational and Cultural Safeguards:

Article 15(4):

empowers the state to make special provision for the advancement of anysocially and educationally backward classes of citizen and for Scheduled Castes. This provisionhas enabled the state to reserve seats for Scheduled Castes in educational institutions ingeneral and profession courses etc.

Right to Education Act (Article 21A) : " The state shall provide free and compulsory educationto all children of the age of 6 to 14 years in such a manner as the state may, by the law,determine." Article 21(A) was added by the 86th constitution (Amendment Act) 2002.

Political Safeguard:

Reservation of seats for Scheduled Castes and Scheduled Tribes in the local bodies of theState/Union Territories, Legislative Assembly of the state and in Parliament are provided in theconstitution of India, which are as follows:

1. Article 243 (D) Reservations of Seats:

Seats shall be reserved for (a) the scheduled castes, and (b) the scheduled Tribes in everyPanchayat and the number of seats to be reserved shall bear, as nearly as may be the sameproportion to the total number of seats to be filled by the direct election in that Panchayat.

2. Article 330:

Reservation of seats for scheduled castes and scheduled tribes in the houseof the people. Seats shall be reserved in the house of the people for

(a) the scheduled caste

(b) the scheduled tribes, except the scheduled tribes in the autonomous district of Assam

(c) the scheduled tribes in the autonomous districts of Assam

3. Article 332:

Reservation of seats for Scheduled Castes and Scheduled Tribes in theLegislative Assemblies of the states.

Service Safeguard:

The main objectives for providing reservations for Scheduled Castes and Scheduled Tribes inGovernment Services is to uplift these people socially and educationally with a view toempower them to join the national mainstream.The relevant articles of the constitution which govern the entire reservation set-up aregiven below:

Article 15(2): Removal of any disability, liability, restriction or conditions with regard toaccess to shops, public restaurants, hotels and places of public resort maintained wholly orpartially out of state funds or dedicated to the use of general public.

Article 16(4A): This article was added in the year 1995, to provide for that "Nothing in thisarticle shall prevent the state from making any provision for reservation in matters ofpromotion to any class or classes of posts in this services under the state in favour of theScheduled Castes and Scheduled Tribes which in the opinion of the state are notadequately represented in the services under the state." [Constitution (77th, Amendment)

Act, 1995]

Article 16(4B) :

This article provides that " Nothing in this article shall prevent the state fromconsidering any unfilled vacancies of a year, which are reserved for being filled up in thatyear in accordance with any provision for reservation made under clause(4) or clause (4A)as a separate class of vacancies to be filled up in any succeeding year or years and suchclass of vacancies shall not be considered together with the vacancies of the year, in whichthey are being filled up for determining the ceiling of 50% reservation on total number ofvacancies of that year." [Constitutions (81st Amendment) Act, 2007]

Article 17: Abolition of untouchable and forbidding its practice in any form.Article 19(c) General right of all citizens to move freely, settle in and acquire property in anypart of the country.

Article 25 (b): Providing for social welfare and throwing open by law of Hindu religiousinstitutions of public character to all classes and sections of Hindus.

Article (46): It enjoins upon the state to promote with special care the educational aneconomic interests of the weaker sections of the society and in particular of the SCs andthe STs and promises to protect them from social injustice and all forms of exploitation.

Article 164 (I): It provides for the appointment of special Minister in some states for lookingafter the work of SCs and STs.

Article 244, 244(a) and 275(I): Special provision for administration and control of Scheduledand tribal area in some states.

Article 275(I): It promises grant-in-aid for promoting the welfare of STs and raising the level ofadministration of the Scheduled Areas.

Article 338: It relates to the appointment of National Commission for Scheduled Castes andScheduled Tribes.

Article 340: It empowers the state to appoint a commission to investigate the conditions of thesociety and Educationally Backward classes

16.5. STRATEGIES ADOPTED BY THE GOVERNMENT FOR INCREASING FEMALE LITERACY IN THE COUNTRY

The main strategies adopted by the government for increasing female literacy in the country,including National Literacy Mission, 1988.

1. Create an environment where women demand knowledge and information, empowering

Themselves to change their live

2. Inculcate in women the confidence that change is possible, if women work collectively

3. Spread the message that education of women is pre-condition for fighting against their

oppression

4. Highlight the plight of the girl child and stress the need for universalisation of elementaryeducation as a way of addressing the issue.

16.6. EMPOWERMENT THROUGH EDUCATION

A suitable environment for the welfare and development of the socially disadvantagedgroups by removing the existing inequalities, disparities and other persisting problems besides providing easy and equal access to basic minimum services through;

* Education being the most effective instrument empowering the socially disadvantagedgroups, all-out efforts to be made to improve the educational status of these groups,especially of women and the girl child.

* Universalization of primary education by 2007 and at elementary stage by 2010 with aspecial focus on low literacy pockets, and educationally backward communities, viz,SCs,STs, OBCs, minorities and women with a special focus on the girl child.

* Improving enrolment/ retention rates of these groups in schools and thus reducing schooldropout rates through special incentives/ support services like hostels, financialassistance, scholarships, free books and food, uniforms etc and thus improving theeducational status of these groups , especially that of their women and girl children.

* Vocational Training/ education to improve the technical and productive capabilities ofthese groups, suiting local needs and market demands.

* Supplementing Primary health care services through the Pradhan Mantri GramodayaYojana (PMGY) so as to fill the critical gaps, both in the infrastructure and services in theSC/OBC/Minority concentred areas.

* "Reaching the unreached", viz. SC/OBC/ Minority groups, those living in the most backwardand neglected areas in general and their women and the girl children, in particular throughtheUniversalised/Expanded programmes of ICDS, Supplementary Nutrition ProgrammeMid-day Meals, etc.

* Encouraging the participation of the socially disadvantaged groups in the planning anddevelopmental processes at every level through ensuring their adequate representation invarious democratic, decision making institutions like Panchayati Raj/ Local Bodies, StateAssemblies/ Parliament etc.

* Education is considered to be the most powerful tool of social change, a means for creatinga social order founded on the values of freedom, social justice and egalitarianism.Programme to encourage among Scheduled Caste and Scheduled Tribes date back to theperiod prior to independence. These continued by making special provisions in the constitutionafter independence. Article 46 of the Directive Principle of State Policy provides safeguard toScheduled Castes and Scheduled Tribes in particular.

Ministry of Social Justice and Empowerment

i) In the year 1985-86, the erstwhile Ministry of Welfare was bifurcated in to the Department of Women and Chief Development and Department of Welfare

ii) Ministry of Social Justice and Empowerment is committed towards educational development economic development and social empowerment of person belonging to scheduled castes, backward classes, rehabilitation of person with disability.

iii) Under the scheduled castes development Bureau the ministry implements Scheduled Castes, Sub-plan (SCSP) which in an umbrella strategy to ensure flow of targeted financial and physical benefit from all the general sectors of development for the benefit of Scheduled castes.

16.7. IMPORTANT STEPS SHOULD BE TAKEN BY THE SCHOOL TO FACILITATE THE SC/ST STUDENTS IN THEIR EDUCATION

1) The teacher's example in his/her own behaviour towards students belonging to scheduledcaste and scheduled tribe communities is the most powerful way to build up a congenialclimate.

2) As a rule, the school staff should seek, provide and ensure non-discrimination between thechildren of scheduled castes, scheduled tribes and other communities.

3) Use of caste name or derogatory words while calling role calls or naming children shouldbe avoided.

4) Teacher should lead all the children equally to participate in the curricular and co curricularactivities of the school including games.

5) Frequent meetings between the staff school teachers, and parents of SC and ST childrenshould be arranged. At these meeting details of the schemes for promoting educationamong scheduled castes and scheduled tribes should be explained. It should be impressedupon them that they must continue the education of their children. Special attentionshould be paid to motivate them for the education of girls.

6) If there is an adult education center in or around the school, teachers should suggest toilliterate parents the advantages gained by attending functional literacy classes in thecenter.

16.8. EDUCATIONAL BENEFITS TO SCHEDULED CASTES AND SCHEDULED TRIBES.

1) **Post Metric Scholarship**

It was implemented from 1st April 2003. The objective of the scheme is to provide financialassistance to the scheduled castes students studying at post matriculation or post secondarystage to enable them to complete their education. The financial assistance includesmaintenance allowance reimbursement of non-refundable compulsory fee charged byeducational institutions, book bank facility and other allowance. The scholarships are availablefor studying in India only and awarded by the Government of the State/ Union Territories to,which the applicant actually belongs.

2) **Pre-Metric Scholarship**

This scheme was started in 1977-78. Under the scheme financial assistance provided for premetriceducation to children of the following target groups.

1. Scavengers of dry latrines

2. Sweepers having traditional links with scavenging

3. Tanners

4. Flayers

5. Manhole and open drain cleaners.

Assistance under the scheme consists of two components:

1) Monthly Scholarship (for 10 months)

2) Annual adhoc grant (to cover incidental expenses like stationery, uniform etc.)

The scheme is implemented through state Governments. The scheme was revised in December2008.

3) Rajiv Gandhi National Fellowship scheme for scheduled caste and scheduled tribe.

It was effective from 1st April, 2010. It provides financial assistance to scheduled caste and scheduled tribe, student for pursuing research studies leading to M.Phil, Ph.D, and equivalent research degree in universities research institutions and scientific institutions. University Grants Commission (UGC) is the nodal agency for implementing this scheme.

4. National Overseas Scholarship for scheduled caste and scheduled tribe.National Overseas Scholarship is meant to provide assistance to selected scheduled caste,de-notified, nomadic, semi-nomadic tribes landless agricultural laborers and traditional artisan students for pursuing higher studies of master level courses and PhD programmes abroad in specified fields of engineering, technology and science only.

5) Babu Jagjivan Ram ChhatrawasYojanaThe object of the scheme is to provide hostel facilities to SC boys and girls studying in middleschools, higher secondary schools, colleges and universities. The state Government/ unionterritories administrations and the central and state universities/ institutions are eligible forcentral assistance both for fresh construction of hostel buildings and for expansion of theexisting hostel facilities. Admission of Scheduled Caste and Scheduled Tribes in highereducation including technical education in various universities.

16.9. SUMMARY

Educational development of the ST & SC communities & improving access to educational facilities through residential educational institutions has been an identified thrust area of the Department. Odisha was among the pioneers in setting up of residential educational Institutions with construction of Hostels for ST & SC students being one of the flagship scheme of the Deptt

Over the years, the Department have established 422 Boys High Schools (including 173 for Girls), 62 Higher Secondary Schools, 705 Ashram Schools, 501 Sevashrams, 5 Residential Sevashrams,19 Educational Complexes for providing educational facilities to students belonging to the Particularly Vulnerable Tribal Groups (PVTGs), 10 Kalinga Model Residential Schools,19 Eklavya Model Residential Schools (EMRS) managed by the Odisha Model Tribal Education Society (OMTES), 2 Secondary Teachers' Training School & 1 B.Ed. College. All educational amenities like school uniforms, reading & writing materials are provided free of cost including exemption from payment of HSC Exam fee as also provision of incidental facilities in the Hostels such as Cots, Blankets, Utensils, Mosquito Nets etc.

16.10. UNIT END EXERCISES

Self Assessment Questions

Essay Type Questions

1. What are the educational benefits made for Scheduled Caste and Scheduled Tribe ?

2. What steps are being undertaken for promoting education among the SCs and STs ?

3. State the role of School in developing suitable environment for promotion of education among SCs and STs?

Short Answer Questions.

1. Meaning of Constitutional empowerment of SCs and STs.

2. Meaning of Compensatory education.

16.11. FURTHER READING

1.T Foundation of Education- J.C.Aggarwal

2. UGC JRF/NET/SET EDUCATION- Kadem Srinivas &Prof.R.G.Kothari

3. UGC JRF/NET/SET EDUCATION Paper II & III-Charu Sethi, Pooja Rani

4. Educational Thought and Practice –V.R. Taneja

UNIT -17

DISADVANTAGED SECTIONS WITH REFERENCE TO WOMEN AND RURAL POPULATION

STRUCTURE

17.1. Learning Objectives.

17.2. Introduction

17.3. Status and Widespread of Education of women at Ancient India.

17.4.Slow Progress of Girls and women Education.

17.5. Special Initiatives for women.

17.6. Measures for Promotion of Women's Education.

17.7.Women Education as per Education Commission (1964-66)

17.8.Different Committees and Commissions on Women Education.

17.9.Mahila Samakhya Programme

17.10. Education of the Rural Population

17.11. Navodaya Vidyalaya
.
17.12.Reservation for Rural SC,ST and Girls students.

17.13.Summary

17.14. Unit End Exercises

17. 15. Further Reading

17.1. LEARNING OBJECTIVES.

After reading the unit, the learners shall be able to;

* To enable the students understand that women in ancient India occupied a reasonable highstatus in society.

* To enable the students appreciate the need for the empowerment of women through education.

* To enable the students know the efforts being made in the promotion of women's education.

17.2. INTRODUCTION

 former prime minister Pandit Jawaharlal Nehru once said, "If you educate a man, you educate an individual, however, if you educate a woman, you educate a whole family. Women empowered means mother India empowered". The role of women in society is equally significant as men. Be it as mother, daughter, sister, or wife, she plays each role with affection and care. She can hold powerful positions in society such as a leader, an educator, an entrepreneur and much more. She has an infinite potential to reform Society and the world.

She does not afraid to take up the challenge and conquer the hurdles with her dedication. The participation of women in the development of a Nation is quite essential. Whether it is Politics and sports or education and economy, the presence of women can bring phenomenal contributions in every field. Education plays a vital role in empowering women. An Educated woman can bring remarkable reforms to society. It is important to encourage women for education and ensure their equal participation in society and the progress of a nation.

In the context of Rural India, women face several social issues such as gender discrimination, child marriage, dowry system, domestic violence etc. There are various social barriers in rural areas of India for women. There is a need for female education in Remote areas to eliminate various social problems and develop multiple opportunities for them. India's development needs the participation of women which can achieve by educating them.

Educating and empowering women can help to build a progressive family, society and nation. An educated woman can help to uplift many lives. Therefore, Rural India requires empowering women by building education and employment opportunities for them. Allowing women to show up their potential and contribute to the welfare of the nation.

17.3. STATUS AND WIDESPREAD OF EDUCATION OF WOMEN AT ANCIENT INDIA.

The 'Vedas' accord a very honorable and respectable status to women. Accordingly they were not only eligible for education but also received higher education and status. They couldoccupy administrative and other important jobs mostly performed by men. It was only duringthe Middle Ages that their education and status began to decline.

Women have always played an important role in the progress of a nation. In modern age, women are going very well in all the fields of progress. They were demonstrating their talents inbest. Napoleon said, "Give me good mothers and I will give you a good nation." Manu, thegreat law-giver, said long ego "where women are honoured there reside the Gods." Womenplay a prominent role in the cultural, economic, political, religious and social life of a country.The ancient people of India fully realised this fact and accorded a reasonable status to womenand encouraged, their education. According to Vedas, women should have opportunity toattain knowledge of the Vedas from all four courses (Rig Veda 14.9.64). More than 400 verses inthe Vedas are ascribed to 24 women srees. In the Vedas women have been called "Updeshtri"of knowledge and this indicates, women working as teachers (Rg Veda 1.3.11).Swami Vivekananda has emphasized, "If you do not raise the women, who are living embodiment of the divine mother, don't think that you have any other way to rise".Jawaharlal Nehru very rightly observed, "Education of a boy is the education of one person,but education of a girl is the education of entire family."Gandhijistated the importance of women education in these words. " I am strongly of theopinion that women should have the same facilities as men and even special facilities wherenecessary."In view of the importance of women education in national development, the UniversityEducation Commission 1948-49 remarked" There can't be an educated people withouteducation of women. If general education had to be limited to men or to women, thenopportunity should be given to women, from them, it would more surely be passed to the nextgeneration.Similarly, the Kothari Commission 1964-66, stated, "For full development of humanresources, the improvement of human beings and for moulding the character of children duringthe most impressionable years of infancy, the education of women is of great importance thanthat of men."Position of women in different Religion "Every religion gives importance to women'sposition in the society. According to ancient Hindu sculptures, no religious rite can beperformed with perfection by man without articipation of his wife. wife participation isessential to any religious rites. Married men along with their wives are allowed to performsacred rites on the occasion of various important festivals. Wives are thus befitting

called"Ardhangini" (better half). They are given not only important, but equal position with men.Islamrealised the importance of women and granted them a very dignified position equalto man. Therefore Islam accorded an equal position to women in the society. Though, thestatus of women in India, both historically and socially, has been one of the respectandreverence, but the hard truth is that even today, they are struggling for their own identityshouting for diffusion of their voices and fighting for their own esteem.

17.4. SLOW PROGRESS OF GIRLS AND WOMEN EDUCATION.

The causes of slow progress are as follows.

i) Lack of proper social attitudes in the rural and backward areas for the education of girls.

ii) Lack of educational facilities in rural areas.

iii) Economic backwardness of the rural community.

iv) Conservative nature and co-educational aspects.

v) Lack of suitable curriculum.

vi) Lack of proper incentives to parents and children.

vii) Lack of women teachers

viii) Lack of proper supervision and guidance due to inadequate women personnel in the inspectorate.

ix) Uneducated adult women and lack of social education.

x) Social ills.

xi) Inadequate systematic publicity.

xii) Indifference of Panchayats.

17.5. SPECIAL INITIATIVES FOR WOMEN.

Some special initiatives have been taken in recent years in this regards.

1. National Commission for Women in January 1992, this statutory body with a specific mandate to study and monitor all matters relating to the constitutional and legal safeguards provided for women, review the existing legislation to suggest amendments, wherever necessary was setup.

2. Reservation of women in local self government: The72nd and 73rd constitutional Amendment Acts passed in 1992 by parliament ensure one third of the total seats for women in all elected offices in all rural and urban local bodies.

3. The National Plan of Action for the Girl child (AD1991-2000): The Action Plan is to ensure survival protection and development of girl child with the ultimate objective of building upa future for the girl child.

4. National Policy for Empowerment of Women: The development of women and child development in the Ministry of Human Resources Development has prepared a National Policy for empowerment of women in the year 2001. The goal of this policy is to bring about the advance.

17.6. **MEASURES FOR PROMOTION OF WOMEN'S EDUCATION.**

I. **Creating proper social attitude in the Rural and Backward Areas for Girls**.

1) To study the problems relating to women's education and get detailed scientific data, a

Thorough research should be taken up by the institutes of Education.

2) Separate Schools for girls at the middle and high school stages should be established whereneeded.

3) School mothers in co-education primary schools should be appointed.

4) Crèches and nursery classes wherever possible should be opened.

5) Public opinion in favour of girls' education should be created.

II. Providing adequate Educational facilities:

1) Hostels for girls in the middle and high school stages.

2) Maintenance stipends to girls residing in hostels for meeting their board and lodging expenses.

3) Subsidized transport facilities, wherever necessary and possible.

4) All priority to be given to the construction of suitable buildings for girls schools

5) Free education for girls.

III. Removing Economic Backwardness of the rural and Backward Areas.

i) Free uniforms and free books to the needy and deserving children should be provided.

ii) Attendance scholarships which serve as a compensation to the parents should be given.

iii) Mid-day meals should be made available free of charge.

IV**. Conservative Nature of Parents and Coeducation:**

Parents in rural areas and backward communities tend not to send the girls to

coeducational schools. There apprehensions have to be removed wit ha though-out plan of educating them in this regard.

V. Provisions of suitable Curriculum:

Suggestions made by Smt. Hans Mehta Committee (1962) :

1) No differentiation should be made in the curricular for boys and girls at the primary and middle stages of education.

2) Steps should be taken to improve the instruction of home economics.

3) Steps should be taken to improve the teaching of music and fine arts.

4) Universities should review periodically the provision they have made for the courses designed to meet special needs of girls.

17.7.WOMEN EDUCATION AS PER EDUCATION COMMISSION (1964-66)

The education of women should be regarded, as a major programme in education for some years. The existing gap between the education of men and women should be bridged. Special schemes must be prepared for this purpose and the funds required for them should beprovided as a priority basis. **At the Primary stage**: The education of girls requires special attention is fulfilling the constitutional directive. More and more ancillary services should be provided. Special measures should be taken to check the undesirable growth of stagnation and wastage among girls.

At the secondary stage: Efforts should be made to accelerate the expansion of girls educations that the proportion of girl's to boys reaches 1:2 at the lower secondary stage and

 1:3 **At the higher secondary** stage in 20 years. Emphasis should be placed on establishing separate schools for girls, provision of hostels and part time and vocational courses. At the university stage: The present population of women students and men students (1:4) should be increased to about 1:3 to meet the requirement of women in different fields. At the under graduate level separate colleges for women may be established if there is local demand. Courses in home science, nursing and social work need to be developed as these have attraction for a large proportion of girls. Research units should be set-up in one or two, universities to deal specially with women's education.

17.8. DIFFERENT COMMITTEES AND COMMISSIONS ON WOMEN EDUCATION.

1. The university Education Commission (1948-49)

2. Smt. Durgabai Deshmukh Commission (1959)

3. Smt. Hansa Mehta Committee (1962)

4. M. Bhaktvatsalam Committee to look into the causes of Public support particularly in

Rural Areas for girls Education and to enlist public cooperation.

5. Education Commission (1964-66)

6. Resolution on the National Policy on Education (1968)

7. Report of the committee on the status of women in India (1974)8. Challenge of Education 1985

9. National Policy on Education 1986

10. Programme of Action 1986

17.9.MAHILA SAMAKHYA PROGRAMME

The National Policy on Education (1986) recognized that the empowerment of women is possibly the most critical pre-condition for the participation of girls and women in the educational process. The Mahila Samkhya Programme was launched in 1988 to pursue the objectives of the NPE (1986). It recognized that education can be an effective tool for women's empowerment. The parameters of which are

1. Enhancing self esteem and self confidence of women.

2. Building a positive image of women by recognizing their contribution to the society, policy and the economy.

3. Developing ability to think critically

4. Fostering decision making and action through collective process.

5. Enabling women to make informed choices in areas like education, employment and health. (Especially Productive health)

6. Ensuring equal participation in developmental process.

7. Providing information, knowledge and skill for economic independence.

8. Enhancing access to legal literacy and information relating to their rights and entitlements in society with a view to enhance their participation on an equal footing in all areas(www.mhrd.govt.in)

Scheme for education of girls and women of Ministry of Human Resource Development:

1. The Sarva Shiksha Abhiyan (SSA) It serves as an umbrella scheme for schemes directly or indirectly beneficial to girl child, the National Programme for the Education of Girls at an Elementary Level (NPEGEL) and the Early Childhood Care and Education (ECCE) programme. The Education Guarantee

Scheme under SSA also aims to provide vocational and non-formal education to out-to-school children, in which girls are insignificant member. It was launched in accordance to the 86th Constitutional Amendment for Universal Elementary Education (UEE) towards the end of the 9th Five Year Plan in 2001.It was intended to ensure that all children were enrolled into the schooling system by 2003.The SSA also an attempt to bridge gender and social disparities at the primary level by2007 and at the elementary level by 2010.

2. Education Guarantee Scheme (EGS) or Schemes for Alternative and Innovative Education The EGS/AIE were launched under the SSA as successor to the non-formal education scheme launched in1979 and revised in 1987.These targets not only out of school children, but also hardest-to-reach children i.e. out of school girls, adolescent girl, school dropouts' children from habitation with no schools and working children.

3. Kasturba Gandhi Balika Vidyalaya (KGBV) It was launched on July,2004, KGBV set-up residential schools at the upper primary region primarily for girls from SC,ST and OBC families as well as minorities communities. The scheme is being implemented in educationally backward blocks, where the female rural literacy is below the national average.75% of the seats in KGBVS are reserved for SCs,STs,OBCs and minorities. The remaining25% of the vacancies is filled with girls of BPL families.

4. National Programme for Education of Girls at an Elementary Level (NPEGEL) It was started in September, 2003, as an integral component of Sarva Shiksha Abhiyan. It sought to distribute free textbooks for girls till class VIII, conduct separate toilets for girls and

Conduct Bridge camps for older out of school girls. The NPEGEL aimed at ensuring that 50%of the newly recruited teachers were female and the learning material would be gender

17.10. EDUCATION OF THE RURAL POPULATION

Model School Scheme The model school scheme was launched in November 2008. The scheme aims to provide quality education to talented rural children through setting up of 6000 model school as benchmark of excellence at block level at the rate of one school per block.

The scheme has the following objectives. :

1) To have at least one good quality senior secondary school in every block.

2) To have a pace setting role

3) To tryout innovative curriculum and pedagogy.

4) To be a model in infrastructure, curriculum evaluation and school governance.

The scheme has to models of implementation

i) 3500 school are to be setup in as many educationally backwards blocks (EBBS) through state/UT Government and

ii) The remaining 2500 schools are to be set up under public-private partnership (PPP) mode in blocks which are not educationally backward (www.mhrd.gov.in)

17.11. NAVODAYA VIDYALAYA

1.Navodaya Vidyalaya System is a unique experiment unparalleled in the annals of school education in India and elsewhere. Its significance lies in the selection of talented rural children as the target group and the attempt to provide them with quality education comparable to the best in a residential school system. Such children are found in all sections of the society, and in all areas including the most backward

2) Education would enable students from rural areas to compete with their urban counterpartson an equal footing. The National policy on education (1986) envisaged the setting up ofresidential schools, to be called Jawaharlal Navodaya Vidyalayasthat would bring out thebest of rural talent

17.12. RESERVATION FOR RURAL SC,ST AND GIRLS STUDENTS.

In Jawahar Mavodaya Vidyalaya, admission will be given primarily for children from ruralareas, with provision of 75% seats of rural children. Seats are reserved for children from the SCand ST communities in proportion to their population in district but not less than the national average. 1/3 of the seats are for girl students. 3% of the seats are for disabled children(www.navodaya.nic.in).

Kasturba Gandhi Balika Vidyalaya (KGBV)

* It is a scheme launched in July 2004, for setting up residential schools at upper primary level for girls beginning predominantly to the SC, ST, OBC and minority communities.

* The scheme is being implemented in educational backward blocks of the country where the female rural literacy is below the national average and gender gap in literacy is above

the national average.

* The scheme provides for a minimum reservation of 75% of the seats for girls belonging to SC, ST, OBC or minority communities and priority for the remaining 25% is accorded to girls from families below poverty line (www.mhrd.gov.in)Incentives to Girls for Secondary Education To promote enrolment of girl child in the age group of 14-18 at secondary stage especially those who passed class VIII and to encourage the secondary education of such girls, the centrally sponsored scheme, National Scheme of incentives to girls for secondary education was launched in May, 2008.This scheme covers:

* All SC/ST girls who pass VIII

* Girls who pass VIII examination from KGBV (irrespective of whether they belong to SC orST) and enroll for Class IX in state/ Ute Government added or local body schools in the academic year 2008-09 onward.

* Girls should be below 16 years of age (as on 31st March) as joining class-IX

* Married Girls, studying in private un-aided schools and enrolled in schools run by central Government are excluded.

* A sum of Rs. 3,000/- is deposited in the name of eligible girls as fixed deposit. The girls are

entitled to withdraw the sum along with interest there on reaching 18 years of age on

passing 10th class examination (www.mhrd.govt.in)

17.13.SUMMARY

In rural India, an exclusive emphasis on girl's education is necessary. Education for adolescent girls is constraint due to many factors; the most prominent of them is non-availability of appropriate infrastructure of schools. Secondly, the travel time taken in reaching school, fear of crime and unknown eventuality would raise therefore provision of public transport exclusively for girl child is necessary. A legal provision would help rescue girls from the early marriages and open doors of development for them. Awareness programme needed which would focus on the dynamics of nutrition in physical and mental growth. However, it is to be reiterated that girls need a lot of compassionate treatment and favor to enable them to lead a respectable and meaningful life, and in ensuring this, the role of family members and society is undoubtedly crucial and of prime significance

17.14. UNIT END EXERCISES

Self Assessment Questions:

Essay Type Question

1. Explain the Education of Scheduled Castes.

2. What are the causes of slow progress?

3. What are the special incentives taken up for women education?

4. Recent facilities taken up for rural population education

Short Answer Questions

1. Mahila Samakhya Programme.

2. Kasturba Gandhi Balika Vidyalala

3. Write 5 nos of committees and commissions on women Education.

17.15. FURTHER READING

1. T Foundation of Education- J.C.Aggarwal

2. UGC JRF/NET/SET EDUCATION- Kadem Srinivas &Prof.R.G.Kothari

3. UGC JRF/NET/SET EDUCATION Paper II & III-Charu Sethi, Pooja Rani

4. Educational Thought and Practice –V.R. Taneja