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DETAILED Syllabus

Paper B

EDUCATION AND SOCIETY

Course objectives

To enable students to :

- Understand basic concepts of Education, Sociology and identify sociological issues concerning education with special reference to Indian society;
- Identify, list and elaborate upon major functions of Education in a given society to be carried out by the members through different agencies-Formal, Non-formal and Informal;
- Identify, list and elaborate upon major aims that educational institutions, set up by the society should achieve.
- Understand the concept of curriculum, categorises it into different types, plan and construct suitable curricular, co-curricular activities for students as per their developmental needs.
- Understand the need and importance of organizing various types of co-curricular activities in the educational institutions keeping students developmental needs in mind.
- Understand the concept of culture and find its relationship with Education.
- Understand the basic concept of Indian society, identify, enlist and elaborate upon its major features.

60 marks

- Understand the concept of social change, identify, list and elaborate upon relevant causes responsible for social change, give role of education in bringing about social change; and
- Identify, list and elaborate upon educational provisions envisaged in the constitution of India for socio-economic upliftment of weaker sections of the Indian Society.

COURSE CONTENTS

Unit-I

Education : Concept, Aims and Agencies.

Concept of Education, Functions of Education — Preservation, Transmission and Enrichment.

Aims of Education :

Concept of Aims, Individual Aims, Social Aims, Individual Vs Social Aims.

Agencies of Education :

Concept of Agencies of Education, Types, Home and School as major agencies imparting education in a society..

Unit-II

Education and Sociology

Meaning and Definitions of Sociology, Concept of Society, Meaning and Definitions of Educational Sociology, Relationship between Education and Sociology.

Socialization : Concept, Process, Factors facilitating the process of socialization.

Unit-III

Curriculum and its Development

Curriculum : Meaning and Definitions.

Types of Curricula - Subject Centred, Learner Centred.

Basic Principles of Curriculum Construction.

Curricular and Co-curricular Activities :

Concepts, Types of Co-curricular Activities, Importance of Organizing Co-curricular Activities in Educational Institutions.

Unit-IV

Education and Culture - Meaning and Definitions of Culture Relationship between Education and Culture.

Education and Social Change : Meaning and Definitions of Social Change, Factors responsible for bringing about social change, Role of Education.

Indian Society : Concept, Problems - Social and Economic, Features of Indian

Society.

Unit-V

Educational Provisions envisaged in the Indian Constitution.

Concept of Constitutional Provisions, Implications of Constitutional Provisions in bringing about Socio-economic Upliftment of the masses with special reference to Article Nos. 24,29,30,45,46 and entry 16 of the Concurrent List (List III - Seventh Schedule of the Indian Constitution).

Education and National Integration - Concept of National and Emotional Integration.

Barriers in way of achieving National Integration.

Role of Education in Promoting National Integration.

Question Paper Setting

The question paper would contain two types of questions, that is **Long Answer Type Questions and Short Answer Types Questions.**

There would be **two long answer type questions**, set from each unit; out of which one question will have to be attempted by the students **unitwise.**

Similarly, there would be **two short answer type questions**, set from each unit.

The Student will have to attempt **one short type question** from each unit. In all, students will have to attempt **five long answer type questions** and **five short Answer type questions** out of five units.

Long answer type questions would carry **forty five marks (9 marks, each question)**; and

Median, and Mode of grouped and ungrouped data. Uses of various Measures of Central Tendency in Educational Situations.

Question Paper Setting

The question paper would contain two types of questions, that is, **Long Answer Type Questions and Short Answer Types Questions.**

There would be **two long answer type questions**, set from each unit; out of which one question will have to be attempted by the students, **unitwise.**

Similarly, there would be **two short answer type questions**, set from each unit.

The student will have to attempt **one short answer type question** from each unit. In all, students will have to attempt **five long answer type questions** out of five units.

Long answer type questions would carry **forty five marks (9 marks, each question)**; and

Short answer type questions would carry **fifteen marks** for five questions (**3 marks, each question**). These questions would be set **unitwise** in the question paper, separately.

(Answer to short answer type question should not be more than 100 words, each question).

Books recommended

1. Aggarwal, J.C. (2001) : Essentials of Educational Psychology. New Delhi: Vikas Publishing House.
2. Bhatia, H.R. (1968) : Elements of Educational Psychology 3rd Edition Calcutta, Orient Longman.
3. Bhatnagar, Suresh (2001) : Advanced Educational Psychology. Meerut : R. Lal Book Depot.
4. Bower, Gordon and Hillgard, R. Earnst (1986) : Theories of Learning Eastern Economy Edition. New Delhi : Prentice Hall of India.
5. Carlson, Neil : The Science of Behaviour-New York: Allyn and Bacon.
6. Chauhan, S.S. (1978) : Advanced Educational Psychology New Delhi: Vikas Publishing House Pvt. Ltd.
7. Dutt. N.K (2003) : Psychological Foundations of Education. New Delhi: Doaba House.
8. Garrett. H.E. (1979) : Statistics in Psychology and Education, Bombay, Vakils, Feffer and Simons Ltd.
9. Guiford JP Fruchter Benjamin (1978) : Fundamental Statistics in Psychology

- and Education. Singapore : McGraw Hill Company.
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 11. Kuppaswamy (1988) : Advanced Educational Psychology. New Delhi : Sterling Publishers.
 12. Kulshreshtha, S.P. (2001) : Educational Psychology, Meerut : R. Lal Books Depot.
 13. Mangal, S.K. (1999) : Advanced Educational Psychology. New Delhi: Prentice Hall of India Pvt. Ltd.
 14. Morgan, C.T. (1961) : An Introduction to Psychology. New York : McGraw Hill.
 15. Sharma, R.A. (2001) : Fundamentals of Educational Psychology Meerut : R. Lall Book Depot.
 16. Sharma, R.N. (1987) : Advanced Educational Psychology Meerut : Rastogi Publications.
 17. Verma, L.K. and Sharma N.R. (2007) : Statistics in Education and Psychology Jalandhar : Narindra Publications.
 18. Woolfolk, Anita (2004) : Educational Psychology 2004 Ninth Ed Indian Reprint Edition (2005) New Delhi: Pearson Education Inc.

**CONCEPT OF EDUCATION, FUNCTIONS OF
EDUCATION, PRESERVATION, TRANSMISSION
AND ENRICHMENT**

By : Sucheta Hansa Banal

1.0 STRUCTURE

1.1 Objectives.

1.2 Introduction.

1.3 Concept of Education.

1.4 Meaning of Education.

1.5 Etymological Meaning of Education.

1.6 Synonyms of Education.

1.7 Modern Concept of Education.

1.8 Weston Concept of Education.

1.9 Narrow Meaning of Education.

1.10 Broader Meaning of Education.

1.11 Education as a Bi-polar Process.

1.12 Education as a Tri-polar Process.

1.13 Functions of Education.

1.13.1 Preservation Function of Education

1.13.2 Transmission Function of Education.

1.13.3 Enrichment Function of Education.

1.14 Suggested Readings.

1.1 OBJECTIVES

After studying the lesson students should be able to explain the:-

- Etymology of the term “education”
- To describe the concept of education in broader sense.
- To explain the narrow concept of education.
- To enable the student to explain the concept of education as modification of behaviour.
- To explain the concept of education as an influence of matures upon immature.
- To explain the concept of education as emancipation.
- To enable the students to explain the general functions of education.
- To explain the preservative function of education.
- To explain the transmission functions of education.
- To explain the enrichment functions of education.

1.2 INTRODUCTION

Dear students, in this part of lesson we will discuss the real meaning of education. As we see the concept of education has been mostly confused with acquisition of knowledge, schooling, courses of study, professional training, passing the examination or getting the degree and certificates.

But education in the real sense is a continuous process which begins since the conception of the child in the womb of the mother and remains continue throughout the period of life and through which instinctive memory of the individual is sublimated, public challenges/redirected in the constructive channels with view to modify the original instinctive or animal behaviour of the child into the human behaviour is known as Education. It is also a process through which the innate potentials, talents and abilities of the child are developed to the optimum harmonious and balanced development of the personality of the child.

1.3 CONCEPT OF EDUCATION

Education is the most important invention of mankind. It is more important than his invention of tools, machines, space craft, medicine, weapons and even language, because language too was the product of his education. Man with out education would still be living just like an animal.

Education of man does not begin at school, it begins at birth. It ends, not when he graduates from the university, but at his death. Hence education is a life-long process.

The concept of education is dynamic. It has passed through many ages and stages in the process of evolution and at every stage it has had a different meaning according to the then social conditions. The concept of education is still in the process of evolution and this process will never come to an end.

1.4 MEANING OF EDUCATION

Education is comprehensive. Its implications are rich and varied. Different philosophers, politicians and statesmen and educationists have defined education differently, according to their own point of view and circumstances.

1.5 ETYMOLOGICAL MEANING OF EDUCATION

The term education has been derived from the **Latin** word '**Educere**' which means '**to bring up**'. Thus the aim of education is to bring up or to nurse.

Educere means '**to lead out**'. It means that education is to **lead-out** or draw out of the best in child and man.

'**Educatum**' means "**the act of teaching**" or "**training**". Thus education is the development of individual talent. It is to draw out inner knowledge, virtues and powers of the child.

1.6 SYNONYMS OF EDUCATION

1. '**Padagogy**' is used for education which means to lead the pupil.
2. '**Shiksha**' is used for education. The term '**Shiksha**' is derived from the Sanskrit which mean to 'control' to 'instruct' or 'to teach'
3. '**Vidya**' is derived from the word '**Vid**' which means to 'know'.

1.7 MODERN CONCEPT OF EDUCATION

In the words of **Tagore**, "Education means enabling the mind to find out that ultimate truth which emancipates us from the bondage of dust and gives the wealth, not of things but of inner light, not of power but of love, making this truth its own and giving expression to it".

Mahatma Gandhi has said, "By education I mean all-round drawing out of the

best in child and man, body, mind and spirit.”

Dr.Zakir Hussain was of the opinion, “ Education, is the process of the individual mind getting to full possible development. It is a long school which lasts a life time.”

In the words of **Vivekananda**, “Education is the manifestation of divine perfection already existing in man.”

1.8 WESTERN CONCEPT OF EDUCATION

Plato was of the view, “Education is the capacity to feel pleasure and pain at the right moment. It develops in the mind and the soul of the pupil all the beauty and all the perfection, which he is capable of.”

Aristotle held the view, “Education is the creation of sound mind in a sound body.”

Pestalozzi has said, “Education is a natural, harmonious and progressive development of man’s innate powers.”

In the words of **Ross**, “The aim of education is the development of valuable personality and spiritual individuality.”

John Dewey was of the opinion, “Education is the development of all those capacities in the individual which will enable him to control his environment and fulfils his possibilities.”

1.9 NARROW MEANING OF EDUCATION

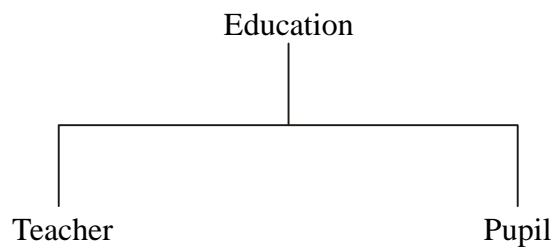
In the narrow sense education is confined to schooling and university instruction. Education starts when the child enter in educational institution. Education starts when he completes his studies or leaves the educational institution (school, college or university). The success of education of the individual is evaluated in terms of passing the examination. According to this view education is mostly limited to class room teaching of ready materials.

1.10 BROADER MEANING OF EDUCATION

In the broader sense education begins at birth and continues throughout life. In other words it is the process of development from infancy to maturity from womb to grave. Education is life and life is education. Edward elaborated that point and said ‘education is the transmission of life, by the living to the living.’ If we take the broader sense, even an illiterate person receives education throughout his life. The sum total of all his experiences during life time is education.

1.11 EDUCATION AS A BI-POLAR PROCESS

Both the pupil and teacher influence each other. The personality of the educator modifies the behaviour of the educand and in turn is affected by the personality of the educand. According to **Ross**, “like a magnet, education has two poles, it is a bi-polar process.”



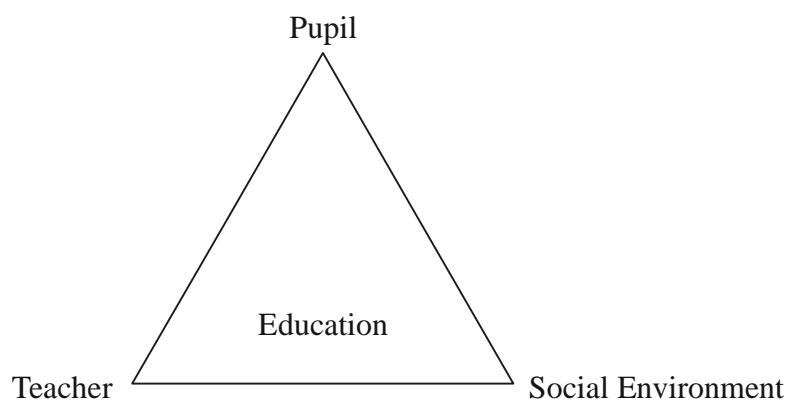
Sir John Adams held the view that the one end was the educator and the other end was the educand. But this approach in the extreme form is not acceptable to the modern-educations.

1.12 EDUCATION AS A TRI-POLAR PROCESS

Now a days education is considered as Tri-polar process.

It is said to be “three dimensional”. It is maintained that all education takes place in the society and social setting.

An American educationist **John Dewey** laid stress upon sociological aspect when he says, “All education proceeds by the participation of the individual in the social consciousness of the race”.



In this way social environment is the third factor in the education of the child. The three important aspects are:-

- (i) Pupil who receives education.
- (ii) Teacher who imparted it.
- (iii) Social environment in which all education is imparted. The teacher is full alive to the social forces and other factors which influence the personality of the child.

In brief, we may say that education is a never ending process. Every body of us learn new things of life. This, whole life becomes education.

EXAMINATION QUESTIONS

1. Discuss the concept of Education.
2. Give Etymological or Derivative meaning of Education.
3. Discuss the Weston concept of Education.
4. Discuss the Modern concept of Education.
5. Discuss the Narrow and Broader meaning of Education.

1.13 FUNCTIONS OF EDUCATION

In the words of **Daniel Webster** “The function of education is to discipline feeling, to control emotions to stimulate motivation and develop religious sentiments”.

In the words of **John Dervey** “the function of education is to help the growing of a helpless young animal into a happy, moral and efficient human being”.

Basically; education means “what education is”?

Function of education means:-“what education does”

There are three main functions of education which are as follows :-

1.13.1 PRESERVATION FUNCTION OF EDUCATION

The main function of education is to preserve and protect the old values, customs, beliefs, traditions, etc. Education shows the path of righteous living and guides us how to preserve the old education ideas and how to organise the educational system of a country in such a way that one makes progressive development in every field. It includes fulfillment of public and civic duties and also the preservation, protection and propagation of national

cultural. This preservative function of education has been emphasized by many thinkers like Percy Nunn, Dr. Radha Krishnan, Pandit Nehru. Percy Nunn has stated special functions of education which are as under:-

- (1) Consolidate nation's spiritual strength.
- (2) Maintain historic continuity of the nation.
- (3) Secure nation's past achievements.
- (4) Guarantee nation's future.

In the words of **Pt. Nehru**, "Education must help in preserving the vital elements of our heritage. The core of India's cultural heritage is love of beauty and truth, spirit of tolerance, capacity to absorb earlier cultures and work out new synthesis."

As a matter of fact, it is the duty of education to educate people of the country to preserve the precious old. In a way education acts as the custodian of the culture. The cultural heritage is a great wealth which has been gathered with great labour over a number of centuries. This precious wealth has to be preserved with a greater care than we devote to material wealth.

1.13.2 TRANSMISSION FUNCTION OF EDUCATION

Another important function of education is to transmit the best preserved traditions of thoughts and actions (i.e the cultural heritage) from one generation to another.

In order to make individuals self-reliant self-confident, obedient sympathetic etc. education plays an important role. It transfers knowledge, ideologies, theories, principles and attributes from one generation to another and thus contribute greatly to the general progress of society. In the words of **Ottaway**, "One of the tasks of education is to handover the cultural values and the behaviour pattern of society to the young potential members." Education helps in creating favourable atmosphere to pass on the best experiences of the race to the next generation.

1.13.3 ENRICHMENT FUNCTION OF EDUCATION

Education also helps in enriching the old mythologies by making use of latest technologies in the field of education which are invented for adding novelty so that the concept become more enriched for the learner. As **D.J.Cannon** say, "If each generation had to learn by its predecessors, no sort of intellectual or social development would be

possible and the present state of the society would be no different from the society of the old stone age.”

Education provides opportunities to recognize and restructure human experiences and as a result of this, there is development of human civilization and culture. Through education cultural groups strive for the enrichment of their lives. Education develops and enriches social climate of student community. Students in turn penetrate into the climate of all institutions which ultimately enriches the academic and co-curricular atmosphere of the institutions. Thus we may say that education enriches healthy environment all round.

EXAMINATION QUESTIONS

1. Describe Preservative Function of Education.
2. Describe Transmittive Function of Education.
3. Describe Enrichment Function of Education.

1.13 SUGGESTED READING

Nunn, Sir, Percy (1999) : Principles Of Education, Discovery Publishing House,
New Delhi.

Taneja, V.R. (1998) : Socio-philosophical Approach To Education, Atlantic
Publication, New Delhi

Verma, Dr. Ramesh (1998) : Foundations Of Psychology And Education, Modern
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Walia, J.S. (2004) : Education In Emerging India Society, Paul Publishers, Jalandhar
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AIMS OF EDUCATION

By : Sucheta Hansa Banal

2.0	STRUCTURE
2.1	Objective.
2.2	Introduction.
2.3	Concept of Aims.
2.4	Importance of Educational Aims.
2.5	Factors determining Educational Aims.
2.6	Individual Aim of Education.
2.7	Arguments in Favour of Individual Aims.
2.8	Arguments Against Individual Aim.
2.9	Social Aim of Education.
2.10	Arguments in Favour of Social Aim.
2.11	Individual Vs Social Aim.
2.12	Suggested Readings.

2.1 OBJECTIVE

After going through the lesson, you shall be able to

- Define Aims of Education.
- Classify Aims of Education.
- Discuss the Individual and Social Aims of Education.
- Synthesis between Individual/Social Aims of Education.

2.2 INTRODUCTION

Nothing else has influenced the world more than education. All what we see around us, in terms of achievement of man or resultant of man's activities can be attributed as manifestations of education. It is education which has transformed the man an ape like hunting beast of few thousand year ago, into most developed and civilized master of the globe. Education has limitlessly enhance etc. and now every day new inventions and discoveries are being developed which are further changing man's life rapidly. As a result of it, the society we live in is ever changing. We have to cope with this change and also to intelligently carve a desired way to project ourselves into future, otherwise there is possibility and apprehension of being miscarried. Moreover education is the oldest and biggest enterprise of man, in terms of manpower engaged or number of human beings involved in its pursuit, with and to ensure harmonious, complete and all round development. It can, therefore, never be unplanned and aimless venture or purposeless activity. To think of 'whys' and 'how' of education, before we actually go in for it is a pre-requisite. Education without proper and well defined aims, objectives, goals and motives is quite unthinkable. No educator can dare talk of education without mention of its goals, aim, purpose or objectives. An education without the knowledge of aims, objective and goals of education is like a sailor navigating a ship without the knowledge of destination and the route. So, aims are a must for education and need to be laid down explicitly.

2.3 CONCEPT OF AIMS

As we all know that education is a purposeful and ethical activity and each activity as aspect has some aim before it. So, there is a close relationship between an activity and its aim. An aim is a conscious purpose which we set before us, while launching upon any activity. Just like that education is also unthinkable without aims. If there are no aims the educational process would not take place because an aim is a pre-determined goal which inspires the activity of education. If the aims all clear, definite and meaningful then the activity will go on till the end goal is achieved.

In the words of **John Dewey** "An aim is a foreseen end that gives direction to an activity or motivates behaviour".

Further, in his famous book, 'Democracy and Education':

John Dewey outline the following characteristics of aims :-

- (1) **Good aims are related to real situations of life.** They grow out of real life

situations and they can be achieved only under those situations.

- (2) **Good aims are flexible.** Conditions of life are always changing and aims should be flexible to meet successfully the challenge of new situations appearing in society.
- (3) **Good aims always represent a span of diverse activities.** They also involve purposeful activity. They should correspond to our existing needs and should be supported by our philosophy of life.

Plato : “ The direction in which education starts a man will determine his future, there it must have a purpose and aim.”

Banerjee A.C & Sharma S.R. : “ Aims are important guides in education.”

2.4 IMPORTANCE OF EDUCATIONAL AIMS

According to Encyclopaedia of Modern Education, “ Education is purposeful and ethical activity. Hence it is unthinkable without aims.” We cannot proceed in any walk of life without aim. For achieving success in activity of life, clear and well defined aim is essential. An educator without the knowledge of aims can be compared to a sailor who does not know his destination. This means that a system of education which is not clear about its aims or which has undesirable ends is bound to fail. Aims give foresight to the educational planner. All our methods of teaching, our curriculum and our system of evaluation are shaped and moulded according to our aim of education. It is the ignorance of right aims that has vitiated our educational system, its methods and its products, and has successfully resulted in the physical, intellectual and moral weaknesses of the race.

There is a great necessity of aims in education because of the following reasons:

1. To direct efforts : If aim is known we can make efforts to that end. Educational aims keep the teacher and the taught on the right track. They provide a line of action and guidance to the teachers. They give direction and zest to the work of the pupils.

2. To avoid wastage : Educational aims help us to avoid wastage in time and energy. In the words of John Dewey, “To have an aim is to act with meaning.” Aims help us to act intelligently and to act with a meaning. We know what is to be done and we straight away start doing that.

3. To evaluate ourselves : Educational aims help us to evaluate ourselves. They use to take stock of the results of our effort. The aim is a yard-stick with which we can measure our success and failure. They are necessary to assess the outcome of the educational process.

4. To provide efficient school administration : Aims are necessary for efficient school administration and organization. They help the school authorities in organizing, equipping, and administering the school. Various aspects of school administration and organization such as proper selection of teachers, proper curricular and co-curricular activities, are guided by educational aims. It is rightly said that good schools evolve out of enlightened aims. Aims are guide-lines in the educational process. Like the sun, aims illumine our life. The ignorance of right aims will spoil the whole educational system.

5. To evaluate the existing conditions : We as educators carefully evaluate the existing conditions i.e., contents of education, methods of teaching, efficiency of teaching, library equipment, planning of curricular and co-curricular activities in the light of our objective and plan for the future.

2.5 FACTORS DETERMINING EDUCATIONAL AIMS

Many factors have been contributing and do contribute to the determining of educational aims. These factors touch every phase of human life that was, that is or what will be. The important factors which are responsible for deciding the aims of education may be discussed as under :—

1. Philosophy of life : Aims of education are always influenced by the philosophy of life of the people of that country. Idealistic philosophy lays down different aims like education for self-realisation. Pragmatists have not faith in any fixed aim of education. The philosophy prevailing in the life of the people is reflected in the aims of education of that country.

2. Political ideology : Political ideologies also help in determining the aims of education. Different political ideologies like democratic, totalitarian, fascist or communist etc. will fix different aims for education in the state. The aims of education under democratic state are flexible and change according to changing needs and conditions of many on the contrary in a totalitarian state. The aims of education are fixed in accordance with the ideology of the state to uphold the right of state.

3. Socio-economic problem : Besides, political ideologies, the social economic problems of a country, determine the aims of education. Education is vital force, which can silently, bury the socio-economic problems. It can thus evolve a society based on equality, co-operation and socialistic ideals.

4. Psychological factor : The aims of education should be according to the nature, needs, requirements, inspiration and interest of the learners. If the aims of education are not in tune with the music of life, they will prove futile, useless, fruitless and ineffective. The aims of education should relate knowledge with the activities of life.

5. Exploration of knowledge : Education has also to give due consideration to the advancements in knowledge as far as the question of educational aims are concerned. Education today has become science oriented all over the world. As other countries, in India also more and more stress is being laid on the study of modern sciences. This clearly shows that the spreading of new knowledge is an important factor in determining aims of education.

6. Religious factor : Religious factor also influence the aims of education. Education and religion have close relationship. They affect society in different ways. In India although there is no state religion, yet different religious view points influence the aims of education. There are many large number of institutions run by different religious organization. They have to work to realize the aims accordingly.

7. Cultural factor : Cultural heritage of a country also determine the aims of education. It is the most important function of the education to develop and preserve the cultural heritage. The changing and developing pattern of cultural factors directly influence the aims of education.

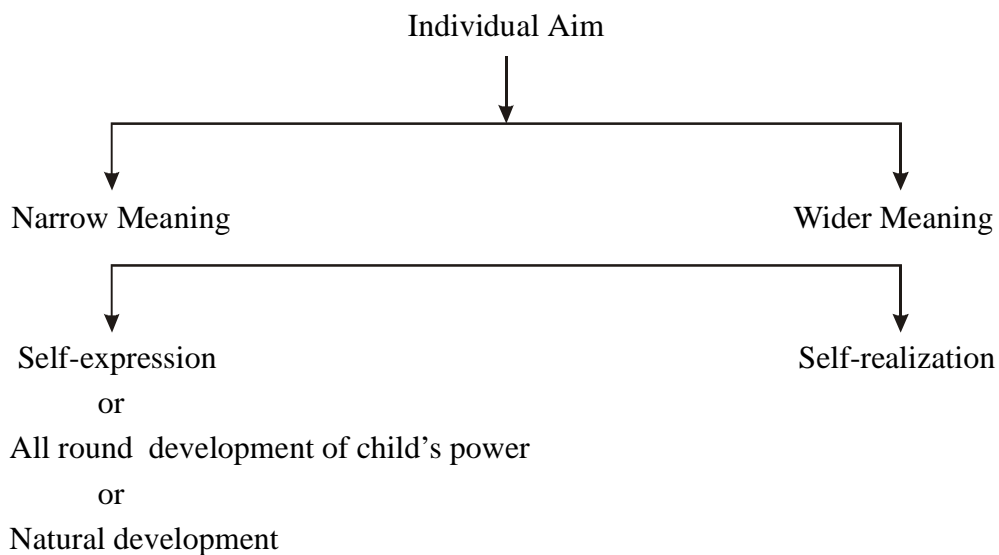
EXAMINATION QUESTIONS

1. What you mean by Aims of Education?
2. Discuss the Factors determining Educational Aim.
3. What are the Importance of Educational Aims?

2.6 INDIVIDUAL AIMS OF EDUCATION

Meaning of individual Aim : Since the very earliest times development of

individuality of human beings has been accepted as one of the chief aims of education. Individual aim of education was emphasized in our ancient literature and also in writings of some Greek philosophers. In the medieval times method of essential collective teaching was adopted and no attention was paid to development of individuality. But in the present age when psychology was given place in the field of education, educationists like Rousseau, Pestalozzi, Froebel, Nunn etc. again started to emphasise development of individuality as the aim of education. In order to understand this aim, it is essential to understand narrow and wider meaning of this aim.



Narrow Meaning of individual Aim : In the narrow sense, individual aim of education is given names like Self-expression, All round Development of Child's Power and Natural Development. In this sense this aim of education is based on naturalistic philosophy. According to this, aim of education is based on naturalistic philosophy. According to this philosophy, the child should be given complete freedom to develop according to his instincts.

Wider Meaning of Individual Aim : In the wider sense, development of individuality as an aim of education, can be described as 'Self-realization'. According to this meaning, while keeping in view needs, interests and abilities, the child should be given all those opportunities which may help him in total development of all his powers and in making him an excellent individual.

2.7 ARGUMENTS IN FAVOUR OF INDIVIDUAL AIM

The following are generally advanced in favour of individual aim of education :-

1. Support by Psychologists : Each child has distinct instincts and inherent tendencies. If he is not allowed to behave according to his nature and contrary to his social ideals together with social forms of behaviour are forced upon him, he will become a mental patient. Tension, stress and mental conflict will develop in him with result that he will become a dejected and maladjusted individual. This has established the fact that interests, inclinations, aptitudes, capacities and needs of each child are distinct from the other. Hence, the main aim of education should be to develop the unique individuality of each child according to his nature in a natural way.

2. Support by Scientists : Biological science asserts that as each child has an individuality of his own. His innate nature cannot be changed by any means. As such child is distinct entity, a new organization and a new experiment of life, the aim of education can be nothing else but to develop his unique individuality, naturally and distinctly. It is an admitted fact that when natural development of individuality has been suppressed, evil consequences have occurred. The first and the second world wars and their evil consequences are the glaring examples of such repressionistic philosophy.

3. Support by Progressivists : For his own good, the individual creates society to preserve, purify and transmit its culture to the rising generation so that the development of individual will naturally lead to the development of society. Hence, the aim of education should be the autonomous development of individuality.

4. Support by Educationists : Eminent educationists like Rousseau, Pestalozzi, Froebel, Numm, “ Individually is the ideal of life. A scheme of education is to be valued by its success in fastering the highest degree of excellence.”

5. Support by Democrats : Every democratic country insisting upon the freedom of individuals, emphasise the fact that the aim of education should be the development of good citizens. It may be noted that good citizens develop from good persons. Hence, the aim of education should be the development of unique individuality of the individual.

2.8 ARGUMENTS AGAINST INDIVIDUAL AIM

The following arguments are generally advanced against individual aim of education :-

1. Social Disintegration : Individual aim provides full freedom and unrestricted liberty to all individuals, such unrestricted liberty and freedom for all individuals will result in indiscipline, conflicts and tension which will start the process of social disintegration. Hence it is unwise to grant unrestricted freedom to the individual.

2. Inapplicable to Real Life : Acceptable of this aim presupposes that each child should be provided all facilities and opportunities to develop himself in his own way and according to his own interests and inherent tendencies. To achieve this aim the formulation of aims and construction of curriculum for each child shall be essentially different from the others. This is almost impossible and impracticable presumption beyond the capacity and resources of even the richest country of the world.

3. Encouragement to Individualism : Individual aim of education will make individuals self-conceited and proud and this may lead to immoral behaviour and unhealthy attitudes. The society will suffer objectly under the consequences of individualism

4. Disregard of Man's Social Nature : Each individual is a social animal. He develops his personality with the cooperation of society. Hence ,it is the prime duty of the individual to pay back this debt of society by working his best for the welfare of society. Unless he does this, his life will be a mere waste. Hence, it is no use, then to drum best the individual aim of education.

5. Disregard of Morals : Individual aim of education emphasizes the individual differences of children. If too much emphasizes on the individual differences then it will be very difficult to develop love, sympathy, sacrifice, service, co-operation and other moral values in children.

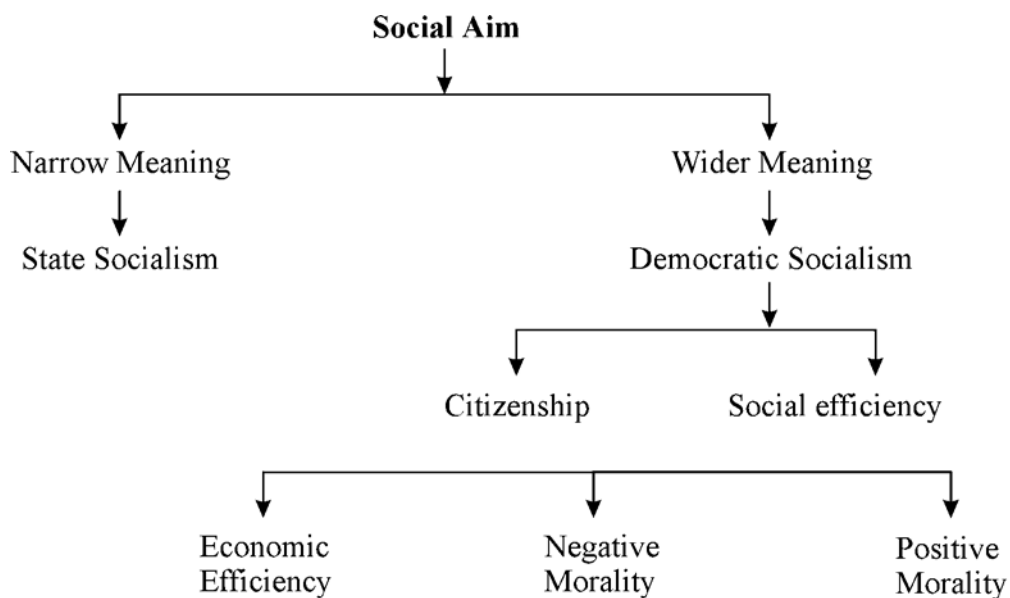
6. Hindrance in the Development of Reasoning Power : Individual aim of education provides unlimited and unrestricted freedom to the individual which makes him a man of arbitrary decisions and reckless actions. Thus, the power of reasoning and argumentation cannot develop properly in the children if this aim is blindly accepted.

EXAMINATION QUESTIONS

1. What do you mean by individual Aim of Education?
2. Discuss the arguments in favour of individual Aim of Education.
3. Discuss the Arguments against individual Aim.

2.9 SOCIAL AIM OF EDUCATION

The social aim is quite in opposition to the individual aim. The supporters of this aim believe that society is considered to be more important than the individual. They are of the view that man is a social, acquires socialization through his personality only in society. He lives in society, acquires socialization through his contact with his family, his relatives, his neighbours and friends. He learn the ways of moving in society, of talking to people, of mutual behaviour through these contacts. Moreover, through these contacts with others he satisfies his own physical and psychological needs. He cannot hope to exist outside society. Hence it is desirable that education must have some social aim. What is the social aim of education ?



Narrow Meaning of Social Aim : In its narrow meaning, social aim of education is equated with state socialism. Where liberty of the individual is totally curtailed and all aspect of individual life are socialized. Total power is concentrated in the state. An individual cannot even dream of his individual identity. As such, the state frames such a scheme of education through which it is able to control the aims, curriculum and the methods of teaching. Individuals are subjected to rigid discipline to curb their sense of identity and individualism.

Wider Meaning of Social Aim : In its wider sense, the social aim is equated with democratic socialism. In this sense, it does not agree with the insignificance of the individual

before the state, but is made to behave in such ways that it ensures the development of society along with its own development. Thus, in wider meaning the social aim grants liberty to the individual to enjoy certain rights to develop his personality, but at the same time expects from the individual to serve the state to the best of his ability and capacity.

In short, wider meaning of social aim of education finds expression in such rallying cries as 'Education for social service', and aims at the good of the community, Laying stress on teaching citizenship in school, through various subjects in the curriculum and through various social activities. This democratic view of social aim of education is applauded in India, Great Britain, America and other democratic powers.

2.10 ARGUMENTS IN FAVOUR OF SOCIAL AIM

The following arguments are given in favour of social aim :-

- (1) Society is just like a huge human body. Just as all the parts of the body get sustenance from the fulfillment of all the needs of the body, much in the same way each individual is benefited, the whole society gets developed in all its aspect. Hence, society should be assigned more value and importance than the individuals.
- (2) Each individual born with animal or raw instincts according to the heredity phenomenon. It is the magic of social environment that develops into a human being from his animal stage. As such, education should emphasis social welfare.
- (3) Culture and civilization are born and developed in society. Hence, it is the duty of every individual to serve society in order to maintain and develop both.
- (4) Society or state is an indispensable need. Without society, peace and justice cannot be maintained. Thus, individuals should be prepared to maintain society or the state even at the cost of their lives.
- (5) In the words of **Raymont**, "An isolated individual is a figment of imagination." Hence, individual must make society stable and well organized.
- (6) Society provides opportunities for the individuals to live together in groups so that they are able to make discoveries and new inventions to lead a happy life. Thus, individual should be all pervaded with feeling of social service and sacrifice.

ARGUMENTS AGAINST AIMS

The following arguments are given in against of social aim:-

1. Unpsychological : This aim is unpsychological. It neglects individual differences and emphasizes to prepare the individuals to fulfill the needs and requirements of the society or the state.

2. Man only a means of some end : The protagonists of this aim consider man as means only for the social good or national welfare. It should be remembered that his concept of individual makes him very insignificant

3. Suppression of individual freedom : Social aim opposes individual freedom. There is a complete regimentation of ideas and feelings. Under a totalitarian form of government, this aim make the individual a mere puppet in the hands of unscrupulous statesmen. Thus his individuality will be crushed. It is felt that education should not stand for the suppression of individuality. It should rather work for its exaltation.

4. Hindrance in the development of art and literature : Development of art and literature depends upon individual's devoted efforts. As have stated that under social aim there is no place for individual freedom. Hence according to this aim of education there will be hindrance in the development of art and literature.

5. Hindrance in intellectual and character development : Over emphasis on this aim will stand as an obstacle in the way of intellectual and character development and emotional integration. Horne is also of this view.

6. Development of narrow nationalism : This aim of education will develop narrow nationalism. The idea or the belief of "my country, right or wrong" will take place. Such a frame of mind will block the progress and lead to narrow-mindedness, blunt thinking and unscientific understanding. The idea of my country right or wrong, has brought about two world wars.

2.11 INDIVIDUAL Vs SOCIAL AIM

The Synthesis : The present century has been called a century of compromises. It is possible to have a synthesis between individual and social aim. Individual and society are complementary to each other. The individual is the product of society, and the society, in its own turn finds its fulfillment in the development of its individual members. While talking of proper synthesis between individual and society we imagine an ideal nation

where individual and society should be combined together, where the aims of one should not interfere with those of the other, where both should always be trying to prove beneficial to each other. Such society will be helpful in the development of individual. No individual can develop in a social vacuum. An individual can develop only in a progressive society and the society can achieve a high degree of excellence with developed individuals. Another fact related to it is that individual should have feeling of sacrifice for the society. He should always be careful about the welfare of the society. Thus education has two-fold aspects: “The perfection of the individual and good of the community. Isolated individual is the figment of the society. Thus the function of education is to enable him to be an active participant in a programme of social regeneration on the other hand.

Thus in the words of **J.S.Ross**, “Indeed there is no conflict between self-realization and social services as aims of life and education”

Expert’s views which emphasis synthesis between individual and social Aim :–

Adam : “Self is realized in society through social interaction.”

Maclver : “socialization and individualization are two sides of a single process.”

Rusk : “Individual is of no value, and personality is a meaningless term apart from social environment, self-realization can be achieved only through social service, and social ideals of real value can come into being only through individuals who have developed valuable individuality. This circle cannot be broken,”

Ancient Hindu Culture : The ancient Hindu culture also emphasized the combination of a high degree of individual excellence and a great social utility.

Guru Nanak : For further support with regard to this harmonization of aims, we can quote Guru Nanak, the great apostle of Brotherhood of Man and Fatherhood of God. He says. “MAN JITE JAGJIT”. It means that it is through one’s individuality that one rise to universality.

Gandhi : Gandhi sees no conflict between individual and society and says, “I believe that if one man gains spiritually, the whole world gains with him.”

There is no conflict between self-realization and social service (individual and social aim). They are rather one and the same. They are the suitable ideal of life and education. We can make this world a richer, nobler and happier place only by promoting both. Both are complementary and can be pursued at the same time.

EXAMINATION QUESTIONS

1. What do you mean by social Aim of Education
2. Discuss the arguments in favour of social Aim of Education.
3. Discuss the Arguments against social Aim.

2.12 SUGGESTED READINGS

Aggarwal, J.C. (1997) : Theory And Principles Of Education, Vikas Publishing House Pvt. Ltd., Delhi.

Mathur, S.S.(1997): A Sociological Approach to Indian Education Vinod Pustak Mandir,Agra.

Walia, J.S. (2004) : Education In Emerging India Society, Paul Publishers, Jalandhar City (Pb.)

AGENCIES OF EDUCATION**By : Sucheta Hansa Banal****3.0 STRUCTURE****3.1 Objectives****3.2 Introduction****3.3 Agencies of Education****3.4 Classification /Types of Agencies of Education****3.4.1 Formal Agencies of Education****3.4.2 Informal Agencies of Education****3.4.3 Non-formal Agencies of Education****3.5 Suggested Reading****3.1 OBJECTIVES**

After going through this unit you shall be able to :

- describe the concept of 'Agency of Education.
- state various Agencies of Education
- Formal Agencies , Non-formal Agencies and Informal Agencies of Education

3.2 INTRODUCTION

Dear students, the purpose of this lesson is to introduce you the concept of agencies of education. We shall discuss broadly various agencies of education which have been categorized as formal informal and non-formal agencies of education.

Broadly speaking 'an agency' is just like a power house that enlightens every station, every firm, every house, every industry, every nook and every corner where the fittings for it are done. The same way agency of education is a power-house of education where from knowledge and wisdom are transformed or transmitted to every nook and corner into the hands of all those coming generations who connect themselves to any station concerned

with the agency of education. Hence, 'Agency of Education is an organization which owns the responsibility of transmitting experiences, knowledge, wisdom and practices to the generations to come and to the citizens of tomorrow. This responsible task is done either through formal way, informal way or non-formal way i.e, the various bodies are made to function to lead people from darkness to light and ignorance to knowledge

3.3 AGENCIES OF EDUCATION

Agency means an institutions, organization or body which plays significant role in the process of education. Agencies are entrusted to perform the responsibility of educating the individuals.

In other words, we can say that the agencies of education are those sources which are concerned with transmitting the culture of the society from one generation to another.

In the words of **B.D Bhatia** "society has developed number of specialized institutions to carry out their functions of education. These institutions are know as the agencies of education."

3.4 CLASSIFICATION / TYPES OF AGENCIES OF EDUCATION

Agencies of education have been variously classified by different education or educationists some of the major classifications are as follows

AGENCIES OF EDUCATION

- (i) Formal Agencies**
- (ii) Informal Agencies**
- (iii) Non-formal Agencies**

3.4.1 Formal Agencies of Education are those which impart education to individual in a formal manner. They have a pre- determined location, time, aim, plan curriculum, time-table etc. here education is imported the individuals consciously and intentionally. There is a code of discipline e.g school, college, universities and all other training and professional colleges come under the formal agencies of education.

SCHOOL AS FORMAL AGENCY OF EDUCATION

Meaning of school : The word 'school' has been derived from the **Latin** word 'Skhole' which means 'leisure'. Basically school is an active and formal agency of

education. School is a miniature society where different students come to take education, sit under one roof irrespective of their colour, caste, sex age etc. School is an organized institution through which the education is imparted to the learner.

In real sense the school is an idealized epitome of social life. School is a place which consensus and promotes culture and civilization prepares children for citizenship, caters to physical moral, vocational and social needs of the pupils.

According to **Ryburn** 'School is a cooperative society as a society where cooperation is rough'.

John Dewey has given three functions of school as an agency of education

- (1) School simplifies creative as educational environment.
- (2) School aimed at all round balanced development.
- (3) School purifies education environment.

Functions of School : The school performs the following functions :

1. Formal Transmission of Culture : In the primitive societies family was the basic unit to transmit cultural heritage to younger generations, but when cultural heritage was gathered to an extent that it could no longer be provided by the family, the school was established. The modern school, therefore has been entrusted with the responsibility of Transmission of culture to the younger generation. School transmits the cultural values of the society to the pupils and helps in the enrichment of culture. It helps in the creation of a better and happier society.

2. Harmonious Development of the Individual : The school aims at the harmonious development of the child. Physical, mental, emotional, social, aesthetic, moral and spiritual all aspects are well looked after by the school through its curricular and co-curricular activities. The school helps in the all-round development of the individual.

3. Socialization : Socialization means helping the child to acquire the culture of his social group, or society so that he can learn to adjust socially. The school does this job by providing opportunities for co-operation and competition, both. The school develops a sense of rights and duties of the citizens.

4. Cultivation of Values : The higher values of life such as justice, honesty, truth, goodness, beauty are cultivated by the school in its students. In the absence of moral and

spiritual values the society would face serious problems. The school tries to develop these higher moral and spiritual values in the children.

5. Vocational Training : The modern school system prepares the child for getting a vocation or profession after he completes the course. The school has to give vocational training according to the needs of the society and abilities of the individuals.

6. Post School Adjustment : Post school adjustability means the social adjustment of individual after they complete their studies in school. The school helps in post school adjustability by helping the children to grow physically and mentally fit and socially well adjusted. In the words of Brown, “The school has a direct responsibility of preparing the individual child for post-school adjustment.”

7. Creating the national unity : In countries where there is much disintegration due to provincialism, linguistic differences, religions etc. the school play a vital role in creating a sense of national unity.

8. Informal Social Interaction : Opportunities for informal social interaction between children of various social groups have provided.

9. Training for Leadership : The school are able to identify talented persons and give them training for leadership in various walks of life.

10. Co-ordination Between Various Agencies : The school is in a position to co-ordinate and guide the function of other agencies of education such as family, press, radio, television etc.

EXAMINATION QUESTIONS

1. What do you mean by agencies Education ?
2. What are the various types of Education ? Explain them.
3. What are the formal agency of Education ?

3.4.2 Informal Agencies of Education in which education is imparted to individual in an informal manner. They have no rules, systematization, pre-planning etc. They have no code of discipline e.g family, home, play, groups, gangs, community, state, radio, press, T.V, etc. come under the informal agencies of education.

According to Ross, “Education that evolves with evolution of nerve and pulses is

real education, that saves us from darkness of the world,” So such education that imparts knowledge and exercise a great influence indirectly, unconsciously and automatically is informal education.

Home/Family as major Agency of imparting education in a society :-

Home/Family is the oldest and most important informal agency of education. It is the basic foundation of all social organizations. From time immemorial, the parents have been the chief teachers and home is the first school for every child, the child learns to work and talk more values differ between right and wrong, good and evil. Certain other deepest human affections only and only through family.

An eminent educationist and saint **Vinova Bhave** once remarked “ In a sound system of education home should become school and school become home”. He gave this statement because he realized that the school cannot perform all functions alone. Hence, the mutual co-operation between the school and home is very-very important.

In the view of Comenius “The first six year of the child are the school of mother’s knee”.

Froebel’s view “ Mother are the ideal teacher and the informal education given by home is most effective and natural”.

According to Clare “ By family we mean a system or relation existing between parents and children”.

Each family/home has its distinct habits of clothing eating, thinking and living. And all these things basically depicts our total way of life. i.e culture one family’s/home’s culture. This culture has to be preserved and transmitted by each family/home from generation to generation.

Functions of family : The following are the important function of family :-

1. Biological function : Pro-creation and giving birth to new generation is the basic function of the family. The family comes into existence because of the biological needs of human beings. The blood lineage is the fundamental function of the home.

2. Development function : One of the important function of the home is provide favourable opportunities for proper physical development of the individual. Home or family has the responsibility of the individual. Home or family has the responsibility of providing

the physical facilities such as food, shelter, medical aid etc. to the children.

3. Social functions : Home is the cradle of all social virtues. The social development takes place in the home, where individual learns social virtues such as love, affection, approval, recognition, security, freedom etc. Family being the basic unit of social organization, the child gets his first social contracts in the home only and these contacts from the nucleus of human social relationship.

4. Affectional functions : The primary function of the family is to give affection to the children and thereby lead to their mental and emotional development. Children get love from their parents and a sense of security is developed in them. Emotional development of an individual is largely a function of the contribution of his home as family towards this end. Individual gets the training of his emotions in the family.

5. Cultural function : Home is an essential agency for introducing the child to the culture of the society. Home plays the most significant role in transmitting the cultural heritage of the society to the child. It familiarizes the child with language, tradition, values, norms and customs of the society. The culture is transmitted from one generation to the other generation in the home.

6. Religious and spiritual functions : Home pays attention to the religious and cultural development of the child. The religion of the parents is transferred and transmitted to the children in a slow process. Children learnt about the modes of prayers, customs related to religion, religious days, festivals, religious leaders and prophets, their places of worships, basic principles of their religion and other related things from their parents. Family also helps the individual in adopting the particular value pattern which are considered as desirable.

7. Vocational function : In traditional societies children used to adopt the vocation of their parents, for example the son of a priest would become a priest and the son of a carpenter would become a carpenter. The children learnt the profession of their parents in the home and family gave vocational training to those children who wanted to adopt the profession of their fathers. In the modern times also home still performs these function in traditional societies. Even in modern societies home environment helps a child to be prepared for a profession and it provides opportunities for selection and preparation for profession.

8. Intellectual function : The home provides opportunities for the intellectual

development of the child, language learning takes place at home, development of healthy interest, facilities for reading, study habits all take place in the home.

9. Development of personality and character : It is well said that the hand that rocks the cradle rules the world. "Home plays an important role in the character development of the child. Family lays the foundation of character. Values like sincerity, honesty, truthfulness, industriousness are all developed in the family. In a single word, personality is the result of the home environment.

10. Socialization : Socialization is a process by which the child learn the culture of the society and becomes socialized and member of the society. The various processes by which socialization takes place are opposition, co-operation etc. The best place under going training in these processes is the home.

3.4.3 Non-Formal Agencies : Non-formal agencies of education are those agencies of education which provide education to those who could not be educated during their school going age due to certain factors or people who never been to school due to certain factors like ignorance, poverty and other economic factors. To provide education to them the Binary System of education provides the sub-systems of education running side by side the formal system and non-formal system or non-formal agency of education; it is organized by the govt., but is not imparted in the regular schools or colleges because of certain difficulties for providing individual conveniences.

Non-formal education is a flexible programme of education for school going drop-outs, non-school going children and those who couldn't attain education inside schools. It is imparted at the convenience of learners. It serves as an alternative schooling and performs a contemporary role in achieving the goal of universal elementary education launched by the Govt. of India in 1979 as an alternative strategy for providing access to education to those who for various reasons could not attend formal schools.

CHARACTERISTICS : WHY AND FOR WHOM ?

1. Definite Objective : Non-formal education has a definite objective of imparting education to those who are either drop-outs or deprived ones.

2. Prescribed Courses : The courses are prescribed. Syllabus is given due consideration. Courses of studies are at par with the students of regular streams.

3. Media : Correspondence, mass media such as radio, television, press, personal contact programmes with the co-operation of subject teachers of different levels are engaged as media of N.F.E

4. Goal Oriented : Non-formal education is goal oriented. It has beginning as well as end which helps a lot in mental development of learners.

5. Awareness : In non-formal education learner are aware of the aims and objective of the programme. They are aware of the programme conducting and what for they are being conducted is fully known by the teacher as well as the learners.

6. Deliberate Action : All NFE programmes are conducted deliberately for achieving fixed aims and objectives.

7. Examination Oriented : NFE prepares children for different levels of examinations. Examinations are conducted and certificates, degrees and diplomas are awarded among the successful candidates.

8. Provisions : Readymade study material is provided to the students. In addition to study material, personal contact programmes, their venue in accordance with the conveniences of learners is arranged and knowledge is imparted to them in prescribed duration as per NFE rules and regulations.

9. Fixed Place : Place is fixed for conducting programme of personal contacts.

10. Library Facilities : Library contacting cards are issued to the learners to facilitate them to achieve and supplement their notes to be prepared for examinations.

11. Diversified Courses : Diversified courses and curriculum are provided to favour learners. Its programme is unique if not much flexible. Courses and syllabus is employment oriented to some extent. Efforts are being made to make it upto the mark and as per the demands of employment inventories. To prepare these courses suitable to the needs and interests of learners, committees are being framed as it is the only programme that caters to the individual needs and individual conveniences.

EXAMINATION QUESTIONS

1. Describe 'Home' as an important agency of Education.

2. What are the functions of Home/Family ?
3. Distinguish between informal and formal agencies of Education.

3.5 SUGGESTED READING

Nunn, Sir, Percy (1999) : Principles Of Education, Discovery Publishing House, New Delhi.

Taneja, V.R. (1998) : Socio-philosophical Approach To Education, Atlantic Publication, New Delhi

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**MEANING AND DEFINITIONS OF SOCIOLOGY,
AND CONCEPT OF SOCIETY****By : Koshal Kumar Mangotra****4.0. STRUCTURE :** The structure of this lesson is as follows :

- 4.1.** Introduction
- 4.2.** Objectives
- 4.3.** Meaning and definitions of Sociology
- 4.4.** Concept of Society
- 4.5.** Exercise for learners
- 4.6.** Suggested Readings

4.1. INTRODUCTION

In this lesson, we shall discuss the meaning and definitions of sociology, and concept of society.

4.2. OBJECTIVES

After going through lesson you should be able to

- Define sociology and society.
- Describe the concept of society.
- Explain the meaning of sociology.

4.3. MEANING AND DEFINITIONS OF SOCIOLOGY

Sociology is a branch of social sciences that uses systematic methods of empirical investigations and critical analysis to develop and refine a body of knowledge about social structure and activity sometimes with the goal of applying such knowledge to the pursuit of social welfare. Its subject matter ranges from micro level of face-to-face interaction to the

macro level of societies at large. Sociology is a broad discipline in terms of both methodology and subject matter. its traditional focuses have included social relations, social stratification, social interaction, culture and deviance and its approaches have included both qualitative and quantitative research techniques. Actually the history of the development of the sociology starts from 1837, when French philosopher, Auguste Comte used this word and is considered as founding father of sociology. The word sociology is derived from the Latin word 'Societus' meaning society and the Greek word 'Logos' meaning study or science. Thus, the etymological meaning of sociology is the science of society. Sociology has been defined in a number of ways by different sociologists. Some important definitions of sociology are given below :-

DEFINITIONS OF SOCIOLOGY

1. **Auguste Comte defines :** Sociology as the science of social phenomenon, 'the subject of natural and invariable laws, the discovery of which is the object of investigation'.
2. **M. Ginsberg defines :** "Sociology is the study of human interaction and interrelations, their conditions and consequences."
3. **J.F.Cuber defines :** "Sociology is a body of scientific knowledge about human relationships."
4. **H.M. Johnson defines :** "Sociology is the science that deals with social groups, that their internal forms or modes of organization, the processes that tend to maintain or change these form of organization and relation between groups."
5. **Ogburn & Nimkoff define :** "Sociology is the scientific study of social life."
6. **Emile Durkheim defines :** "Sociology is the science of social institutions."
7. **Kingsley & Davis define :** "Sociology is the general science of society."
8. **Young & Mack define :** "Sociology is the scientific study of the structure of the social life."
9. **Moore & Cole define :** "Sociology studies plural behaviour."

In the light of above definitions and discussions we can conclude that :-

- Sociology is a branch of social sciences that uses systematic methods of empirical investigations.

- Sociology enables us to understand the structure and dynamics of society, and their intricate connection to patterns of human behaviour.
- Sociology is a branch of science which studies the behaviour of population at large.
- Sociology is the study of society and social behaviour.
- Sociology is the science of society and it tries to acquire knowledge about human society.
- Sociology studies all those things which exercise some sort of influence upon human behaviour.
- Sociology generally deals with that network of social relationships which exist in society.

4.4. CONCEPT OF SOCIETY

Generally, society is a large group of people who maintain direct or indirect contact with each other through a culture. Basically culture is a society's way of life. Society may be defined as a system of structured social relationships connecting people together according to a shared culture. Sociologists say that society is a chain of social relationships. A relationship is social, when it is determined by mutual awareness that is the behaviour of one individual influences the behaviour of other individual. When the child gives due respect to his parents, teachers and other members of the society. It shows the social relationship of the child with parents, teachers and other members of the society. It also means that when individual recognizes the individual in-group or society. Then we can say that the concept of society is relational.

The term society is most fundamental one in sociology. We use this term most frequently in day to day life situation. We say that 'good society and bad society'. Sometimes we say, I prefer the society of good people. I like the society of middle class or rich people. I would like to move in high society. These different uses of the word clearly shows that society means company or fellowship. The word society is also used to represent different societies such as modern society, pragmatic society, materialistic society, idealistic society, democratic society, etc.

In fact, the word society is derived from the Latin word 'socius' which means companionship, friendship or comrade. Companionship means sociability. George Smmel

has rightly remarked that element of sociability defines the true essence of society. In order to understand the meaning of society more clearly, some scholar's definitions are given below :

DEFINITIONS OF SOCIETY

1. **MecIver defines :** "Society is a web of social relationships."
2. **Morris Ginsberg defines :** "A Society is a collection of individuals united by certain relations or mode of behaviour which make them off from others who do not enter into these relations or who differ from them in behaviour."
3. **Giddings defines :** "Society is the union itself, the organization, the sum of formal relations in which associating individuals are bound together."
4. **Harkins defines :** "Society is any permanent or continuing group of men, women and children able to carry on independently the process of racial perpetuation and maintenance of their own cultural level."
5. **G.D.M. Cole defines :** "Society is the complex of organized association and institutions with a community."
6. **Lapiere defines :** "Society refers not to group of people, but to the complex pattern of norms of interaction, that arise among and between them."
7. **Leacock defines :** "Society includes not only the political relations by which men are bound together but the whole range of human relations and collective activities."

In the light of above definitions we can say that Society is not only a group of people but also a web of social relationships that exist between individual to individual and groups to groups. Some features of society are given below :

- Without people there can be no society, no social relationships and no social life at all. Hence society consists of people.
- Society is dynamic, it is not static. Change is ever present in society. No society can ever remain constant for any length of time.
- Every society is unique because it has its own way of life.
- Society has its own ways of controlling behaviour of its members.
- In Society there is interdependence between the members of the society for the satisfaction of one's needs.

- Not only cooperation exists in society, competition, conflicts, tension, revolt, rebellions and suppression also exist there.
- Society depends on likeness. It is an essential condition to form society.
- In a Society, there are several groupings and divisions such as family, village, city, etc.
- Stability of society depends on mutual interaction and mutual awareness.

4.5. EXERCISE FOR LEARNERS

1. How will you define the term Sociology ?

2. Give the meaning of Society.

3. Discuss the meaning of Sociology & Society.

4.6. SUGGESTED READINGS

- (1) Bhushan & Sachdeva (1984) ; AN INTRODUCTION TO SOCIOLOGY
Published by Kitab Mahal, Thronhill Road Allahabad.
- (2) Chandra & Sharma (1996) ; SOCIOLOGY OF EDUCATION Atlantic
Publishers New Delhi.
- (3) Taneja, V.R. (1998) ; SOCIO-PHILOSOPHICAL APPROACH TO
EDUCATION Atlantic Publishers New Delhi.

**MEANING AND DEFINITIONS OF EDUCATIONAL
SOCIOLOGY, RELATIONSHIP BETWEEN
EDUCATION & SOCIOLOGY**

By : Koshal Kumar Mangotra

- 5.0. STRUCTURE :** The structure of this lesson is as follows :
- 5.1.** Introduction
 - 5.2.** Objectives
 - 5.3.** Meaning and definitions of Educational Sociology
 - 5.4.** Relationship between Education & Sociology
 - 5.5.** Exercise for learners
 - 5.6.** Suggested Readings

5.1. INTRODUCTION

In this unit, we shall discuss the meaning and definition of Educational Sociology, and relationship between Education & Sociology.

5.2. OBJECTIVES

After going through this lesson you should be able to :-

- Give the meaning and definitions of Educational Sociology.
- Elaborate the relationship between Education & Sociology.

5.3. MEANING AND DEFINITIONS OF EDUCATIONAL SOCIOLOGY

Educational Sociology is a branch of Sociology which has come into existence as synthesis of 'Education & Sociology'. The main concern of Educational Sociology is to study the social interaction. The Educational Sociology after making a study of interaction

of the different elements of society with individuals throws light on their importance in education. Educational Sociology emphasises the progress of society through the medium of education. Generally, the problems of schooling and instructions are looked upon especially as the problems of society. The Educational Sociology tries to find out the solutions of various problems of the society through different institutions and organizations which are involved in the process of socialisation or educating the masses. In short, Educational Sociology is the application of general principals and findings of Sociology to the process of Education. It means that Educational Sociology is the applied side of Sociology. In order to understand the meaning of Educational Sociology more clearly, some important definitions of educational sociology are given below :

DEFINITIONS OF EDUCATIONAL SOCIOLOGY

1. **E. George Payne (Father of Educational Sociology) defines :** ‘Educational Sociology is a science which defines and explains institutions, groups and social processes in relation to the educational system in its evolution and changing function’.
2. **Good defines :** “Educational Sociology is the scientific study of how people live in social groups.”
3. **Brown defines :** “Educational Sociology is the study of interaction of the individual and his cultural environment including other individuals, social groups and pattern of behaviour.”
4. **Carter defines :** “Educational Sociology is the study of those phases of sociology that are of significance for educative process.”
5. **Dan W. Dodson defines :** “Educational Sociology is particularly interested in find out how to manipulate the educational process to achieve better personality development.”

In light of definitions and discussions we can say that educational sociology is a part of Sociology and Education makes an effort to achieve the objectives of Sociology through educative process.

5.4. RELATIONSHIP BETWEEN EDUCATION & SOCIOLOGY

Emile Durkeim pointed out the need for sociological approach to the study of education. He considered education to be something essentially social in character, in its

origin and its functions and that as a result the theory of education relates more clearly sociology than to any other science. Durkeim emphasised that education is not a static phenomenon but a dynamic and even changing process. In this way, it is necessary to make a sociological study of education. Every society with its own changing socio-cultural needs will require an education to meet those needs. Since needs (of society) change continuously, education must also change. The needs of different societies differ, so also the pattern of education in different societies has to differ. The society thus is the prime factor in determining the educational system/ pattern so that its socio-cultural needs may be satisfied. Both Sociology and Education are closely interrelated with each other. For designing or adopting a particular system of education for a particular society or Nation, we have to study the sociology of that society in its multifaceted dimensions. It means that without knowledge of sociology we cannot devise or design a particular educational system for particular society.

George Payne published in 1928 the book “The Principles of Educational Sociology” in this book he threw light on the effect of the education on social life and of social life on education. He considered that the knowledge of social interaction is one of the important elements for social progress. This knowledge should be grasped through education. He propagated that the main aim of education – the all round development of the personality of the individual – can only be achieved successfully when the influences of the social force over humans are deeply studied. John Dewey considered the social tendencies are very significant in education. The impact of sociological tendency on Education is briefly discussed as under :

- 1. Philanthropic School :** Social reformers and educationists launched the scheme of mass education for betterment of public and for this purpose, various schools were opened to educate more and more children. The credit of opening such schools goes to Basedow who got an aid from Leopold, the ruler of Desseau to open such a school in 1777 AD. He named it ‘Phelanthropinum’.
- 2. State System of Education :** Under the influence of sociological tendency in education, various states found education a very powerful means to consolidate and develop the power of the state.
- 3. Use of Monitorial System :** Due to launching of mass education programmes, the need of more and more teachers was felt. Hence, monitorial system of education

was adopted. In this system, the responsibility of teaching junior classes is left on the students of the senior classes. The monitorial system of education' is also known as 'Pupil teacher cooperative teaching'.

- 4. Establishment of Public School :** Sociological tendency also stimulated the movement for infant indication. Its aim was to remove the evils of factory life and improve the living condition of the working people. The credit of the awakening goes to Robert Owen who by his sincere and untiring efforts achieved success in the forms of public schools for even the poorest infants.
- 5. Vocational & Adult Education :** In order to meet the growing needs and demands of efficient and skilled workers, all progressive countries made, the provision of vocational, technical and industrial education. Adult education movement began to grow under the influence of this tendency.
- 6. Sociological angle of Education :** According to the sociologists, real education is that which encourages learning by social contacts. Sociology also influences the various aspects of education and here we have discussed the important aspects of education under the following headings ;
 - A. Sociology and Aims of Education :** Sociologists say that education is an activity which goes on in a society. Its aims and methods depend upon the nature of society. The below mentioned aims of have directly emerged from sociological requirements :
 - (a) Education for making proper adjustment of individual in society.
 - (b) Education for Bread and Butter.
 - (c) Education for Efficient Dynamic Citizenship.
 - (d) Education for Democracy.
 - (e) Education for proper utilization of leisure time.
 - B. Sociology and Curriculum :** In order to achieve the social purpose of education and accomplish the needs, demands and aspirations of members of society. We need to design existing curriculum on the following guidelines as suggested by sociologists :
 - (a) Curriculum should be flexible and dynamic.
 - (b) It should be based on the aspirations and the ideals of the society.

- (c) It should develop the vocational efficiency in learners.
- (d) It should prepare students for world citizenship.
- (e) It should inspire students to become responsible citizen.
- (f) It should reflect the basic values of the society.
- (g) It should include variety of social services activities and programmes.

C. Sociology and Instructional Techniques : Sociological approach in Education considers education as social process. Where learning takes place through interaction and social motivation and this approach included social elements in methods of teaching so that education can evolve essential social qualities in learners. George Payne emphasised on the following principles for formulating effective techniques of teaching :

- (a) Instructional techniques of teaching should make full use of social activities, social powers and capacities operating in society.
- (b) Efficient and effective techniques of teaching should encourage social behaviour.
- (c) Techniques of teaching may be effective when the knowledge gained in the classroom is practically used in social activities and experiences allied with life. For developing social behaviour, sociologist emphasised on below mentioned techniques of teaching and learning.
 - (i) Project Method
 - (ii) Group discussion method
 - (iii) Socialised recitations
 - (iv) Tutorials and seminars

D. Sociology and Discipline : Since the growth of sociological tendencies in education, the sense of social discipline has come to be valued as most effective and most desirable form of discipline. The famous educationist John Dewey also emphasised on inculcation and development of social discipline. This sense of social discipline is born out of social activities and experiences in school and through active participation in different activities organised by educational institutions for shaping the personality of the individual. The active participation of students in socially oriented activities, inculcate and develop the sense of social discipline in them.

- E. Sociology and Teacher** : Sociologists consider teacher as a social engineer – an engineer who can play an important role in social reconstruction.

In short, we can say that there is hardly any aspect of education which is not determined / influenced by sociology. It is through education we can achieve the goals of sociology. Even it is difficult to design the system of education without the knowledge of sociology as it studies entire social life. Sociology helps education not only in identifying the various needs of society but also brings in focus the need for social change and social control.

5.5. EXERCISE FOR LEARNERS

1. Define Educational Sociology.

2. How will you establish the relationship between education and sociology ?

5.6. SUGGESTED READINGS

1. Taneja, V.R. (1998) : SOCIO PHILOSOPHICAL APPROACH TO EDUCATION, Atlantic Publisher, New Delhi.
2. Swaroop Sexana (2001) : PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATION OF EDUCATION, Surya Publications Merut.
3. Aggarwal, J.C. (2001/03) : PHILOSOPHICAL AND SOCIOLOGICAL PROSPECTIVES ON EDUCATION, Shipra Publication Delhi.

**SOCIALIZATION : CONCEPT, PROCESS, FACTORS
FACILITATING THE PROCESS OF SOCIALIZATION****By : Koshal Kumar Mangotra****6.0. STRUCTURE :** The Structure of this Lesson is as follows:

- 6.1.** Introduction
- 6.2.** Objectives
- 6.3.** Socialization
- 6.4.** Process of Socialization
- 6.5.** Factors facilitating the process of socialization
- 6.6.** Exercise for Learners
- 6.7.** Suggested reading

6.1. INTRODUCTION

In this lesson, we shall discuss the various aspects of socialization namely concept of socialization, process of socialization and factors facilitating the process of socialization.

6.2. OBJECTIVES

After working through this lesson you should able to

- Describe the concept of socialization
- Explain the process of socialization
- Discuss the various factors which facilitates the process of socialization

6.3 CONCEPT OF SOCIALIZATION

When the family, educational institutions and other allied agencies of socialization initiate the process of shapping and developing the behaviour and ability of an individual as

per expectation of society, then socialization of an individual starts. The way of socialization differs from society to society because every society has its own culture and culture is a society's way of life. Infact, socialization is the process through which the individual learns to behave in socially acceptable manner. Socialization means the development of social behaviour which is developed through the process of social interaction among individuals. Social interaction takes place in a suitable social environment. From social environment individual leans the social values and roles. Basically, socialization is the process of learning roles and expected behaviour in relation to one's family and society and developing satisfactory relationships with other people. The existence of society is not possible without socialization because socialization enables the members of society how to live or participate efficiently in a social situation. In order to understand the concept of socialization more clearly, some important definitions of socialization are given below:

DEFINITIONS OF SOCIALIZATION

1. **W.F Ogburn says** : “Socialization is the process by which the individual learns to conform to norms of group.”
2. **J.S. Ross** : “Socialization is the development of we feeling in associates and the growth of their capacity and will to act together.”
3. **Havighurst & Newgarton define** : “Socialization is the process by which children learn ways of their society and make these ways part of their own personality.”
4. **Lunberg Says** : “Socialization is the process of interaction through which an individual learns the habit skills, beliefs and standards of judgement (required for effective participate in social group) are collectively called socialization.”
5. **Harry. M. Johnson** : “Understands socialization as “learning that enables the learners to perform social roles.”
6. **Peter. Worrley** : “Explains the socialization as the process of transmission of culture, the process where by men learn the rules and practices of social groups .”
7. **Bogordus says** : “Socialization is the process of working together, of developing group responsibility, of being guided by the welfare needs of others.”

In the light of above definitions and discussion, we can analyze that

- Socialization is the process of interaction among members of the society through which individuals learn the values of the society consciously and unconsciously.

- Socialization is the process in which an individual identifies and recognizes himself with the society.
- Through socialization an individual learns social attitude, social skills and social knowledge which leads to his social maturity and social adjustment.
- Through socialization an individual learns to control himself in the interest of society and realizes his responsibility towards other members of society.
- Socialization enables individual to conform to the norms of the groups or the society which he belongs.

6.4 PROCESS OF SOCIALIZATION

The process of socialization begins at birth and makes a child social. Socialization is a continuous process because social learning never ends. During the process of socialization a child internalizes or learns most of values, beliefs, norms, attitude and behaviour pattern of family members because he spends his childhood period in family. So, childhood is the most important stage and phase in the process of socialization. The process of socialization also takes place at other stages but the degree of socialization varies from stage to stage and depends on the process involved in it. But it is true to say that direct socialization begins only after birth. Man as an organism has some internal forces which limit or help his socialization. These internal forces relevant to the process of socialization are reflexes, instincts, urges, capacities, comprehension and educability. The process of socialization is something that continues through out life but it also depends on timing. Timing plays an important role in socialization. Physical maturity by itself cannot produce perfect human adults without socialization. Socialization and maturation may advance together in early years of the life cycle. It is well known that the process of socialization makes a child social through various agencies of socialization such as family, school, playmates, state etc. There are various factors which play a vital role in socialization process, the following are the prominent ones.

1. **Suggestion :** It effects the socialization of a child. It is generally observed that a child behaves and acts according to suggestion and guidance received by him from his elders or well wishers. It means that suggestion determines the direction of social behaviour and helps in Socialization process.
2. **Co-operation :** It also helps in socialization process. When child receives co-operation from the members of society, he also begins to extend his hearty co-operation to

them. It means, co-operation is two way process and it strengthens the social tendencies in child.

3. **Competition :** It may take place between two or more persons. Competition requires qualities such as self-confidence, strong aspiration and desire to earn name and fame in society. It also plays an important role in social life.
4. **Assimilation:** When an individual learns the attitude, language, values or behaviour of another person or group of others and in co-operates them into his own personality and makes them his “style of life” then we can say that assimilation has been taken place. It takes place in different ways and may accelerate the process of socialization.
5. **Accommodation :** Accommodation means adjustment, it also means establishing working relationship between conflicting individuals and the groups. Such relationship is essential for healthy growth of the individual and the groups. It is a permanent way of setting conflicts. In order to develop healthy social relations in society or with other peoples, throughout life, one has to accommodate with oneself, with various situations in life.
6. **Reward and Punishment :** Reward and punishment have a great impact on the socialization of children, if they are given immediately after the occurrence of particular behaviour. It is the process of socialization which develops the following qualities in individuals.
 - (a) Sincerity
 - (b) Punctuality
 - (c) Dedication
 - (d) Honesty
 - (e) Sense of oneness
 - (f) Co-operation and Sympathy etc.

6.5 FACTORS FACILITATING THE PROCESS OF SOCIALIZATION

Following are the important factors involved in the process of socialization :–

1. **Family :** The process of socialization begins for every one of us in the family. First of all, child comes in close contact with his family members namely mother, father, brother, sister and there in family, he learns a number of socially desirable qualities

viz., sincerity, punctuality, sense of oneness, love and sympathy. All these qualities help him to make proper adjustment in the society.

2. **Peer Groups :** Play groups play an important role in socialization process. The child learns about so many things from his associates in play group, associates in school, associates in neighbourhood etc. He also learns from his friends / associates about various facts and facets of culture, which they have learnt from their parents. Peer groups become the source of information for the child and through information and interaction with friends, changes in behaviour takes place accordingly.
3. **Language :** It makes the social contacts easy also helps or hinders the spread of culture, because the language is the medium of communication and an important component of civilization. So, the importance of language for individual and society cannot be minimized. It is only a medium of communication between the individuals but is also a way for the expression of their personality. It is the language which moulds the child from infancy and through language, he comes to know most of things of the world. In short it is through language that social contacts are established in and out side the society.
4. **Identification :** As the child grows old, he comes to know about the nature of things which satisfy his needs, such things become the object of his identifications. The toys and other devices with which he plays, the picture book which he enjoys and the mother who feeds him become the objects of his identification. The degree of identification increases with the growth in age Through identification become sociable.
5. **Imitation :** It is the most powerful means of socialization through imitation, the child learns, how to talk, and how to act and behave in different situations of life.
6. **Teachers :** The teachers also play their role in socialization of children when they enter in educational institutions.
7. **Other factors involved in the process of socialization are mentioned below:-**
 - (a) Caste and Class
 - (b) Religion
 - (c) Neighbourhood
 - (d) Educational Institutions

(e) Scholastic and non scholastic activities

(f) State

6.6 EXERCISE FOR LEARNERS

1. What is Socialization ?

2. Explain the process of socialization.

3. What are the various factors which play their role in the process of socialization ?

6.7 SUGGESTED READINGS

Bhushan & Sachdeva (1984) : An introduction to sociology. Published by Kitab Mahal T. Road Allahabad.

Taneja, V.R (1998) : Socio-philosophical approach to Education. Allantic Publishers, New Delhi.

Chandra & Sharma (1996) : Sociology of Education, Allantic Publisher, New Delhi

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**CURRICULUM : MEANING AND DEFINITIONS,
TYPES OF CURRICULA : SUBJECT CENTRED,
LEARNER CENTRED, BASIC PRINCIPLES OF
CURRICULUM CONSTRUCTION**

By : Ashok Kumar

7.0 STRUCTURE

7.1 Introduction

7.2 Objectives

7.3 Concept of Curriculum

7.4 Types of Curriculum

7.5 Subject Centred Curriculum

7.6 Learner Centred Curriculum

7.7 Basic Principles of Curriculum Construction.

7.8 Let Us Sum Up.

7.9 Model Examination Questions.

7.10 Suggested Readings.

7.1 INTRODUCTION

Dear students, you know that harmonious and all round development of personality is the important aim of education. In order to achieve this, an educational institution organises different types of activities that provide educative experiences to the learner. Such activities are collectively termed as curriculum. Curriculum is a broad term used for the content of education. It includes formal and informal activities which are organized by the educational institution in order to develop the personality of the learner. It is an important part of the educational process. Therefore curriculum includes the different types of activities organized inside & outside the class room in order to shape the future of the learner. In this lesson,

you are going to learn the concept of curriculum, types of curriculum, subject centred curriculum, learner centred curriculum and the basic principles which are to be kept in mind while framing the curriculum.

7.2 OBJECTIVES

After going through this lesson, you should be able to understand :–

- (1) The Concept of Curriculum
- (2) The Definitions of Curriculum
- (3) Types of Curricula
- (4) Subject – Centred Curriculum
- (5) Learner Centred Curriculum
- (6) Basic Principles of Curriculum Construction.

7.3 CONCEPT OF CURRICULUM

Meaning : Curriculum is a term used for properly planned activities and experiences which are organized by an educational institution for the learner. It includes both the curricular and co-curricular activities. Curriculum refers to the total programme of the school organized for the students inside and outside the class-room. It is the sum total of good learning experiences that the students get in order to achieve the goals of education. It is framed in accordance with the educational policy of the nation.

Derivative Meaning : The term “curriculum” is derived from the Latin word “currere” which means ‘run’. It signifies a ‘run-way’ or ‘a course’ which one runs to reach a goal. Thus curriculum means a course to be run for reaching a certain goal.

Curriculum consists of the subject matter or content of education. It includes formal and informal activities which are organized by the educational institutions in order to achieve the goals of education. It is an important factor in the process of education.

Curriculum and syllabus : Sometimes these two words are used interchangeably which is not correct. Curriculum is a comprehensive term used to signify all the educational activities organized by an educational institution whereas syllabus is narrowly conceived as the subject matter framed keeping in view the term end examination. Syllabus is the prescribed lessons for a particular subject & standard. Syllabus is not curriculum but a part of it. It is mainly concerned with the activities which are organized inside the classroom.

Definitions of Curriculum : Some of the important definitions of curriculum are given as under :–

1. **According to Kelly :** “Curriculum refers to the total programme of an educational institution.”
2. **According to Munroe :** “Curriculum embodies all the experiences which are utilized by the school to attain the aims of education.”
3. **According to Cunningham :** “Curriculum refers to a tool in the hands of the artist (teacher) to mould his material (pupils) according to his ideal (objective) in his studio (school).”
4. **According to Dr. Zakir Hussain :** “Curriculum implies study of languages, science and technology, social science, art, craft, music and physical education. It involves courses, activities, experiences and thus complete environment of the institution.”
5. **According to Crow and Crow :** “Curriculum includes all the learner’s experiences, in or outside school that are included in a programme which have been devised to help him to develop mentally, physically, emotionally, socially, spiritually and morally.”
6. **According to Rudyard and Kornenberg :** “Curriculum in its broadest sense includes the complete school environment involving all the courses, activities, reading and associations furnished to the pupils in school.”
7. **According to Pyne :** “Curriculum consists of all the situations that the school may select and consciously organize for the purpose of developing the personality of pupils and for making behaviour changes in them.”
8. **According to Froebel :** “Curriculum should be conceived as an epitome of the rounded whole of the knowledge and experiences of the human race.”
9. **According to Richmond :** “The curriculum is really the entire programme of the school’s work. It is the essential means of education. It is everything that the students and their teachers do. Thus it is two fold in nature being made up of the activities, the things done, and of the materials with which they are done.”
10. **According to the report of Secondary Education Commission :** “Curriculum does not mean only the academic subjects traditionally thought in the school but it includes the totality of experiences that pupil receives through the manifold activities

that go on in the school – in the class-room, library, laboratory, workshop, playground and in the numerous informal contacts between teachers & pupils. In this sense, the whole life of the school becomes the curriculum which can touch the life of the students at all points and help the evolution of balanced personality.”

CHECK YOUR PROGRESS – I

Note : Write your answer in the space given below :-

1. What do you mean by the term Curriculum ?

2. Write the definitions of Curriculum as given by :-

(a) Munroe

(b) Cunningham

3. What do you understand by Curriculum & Syllabus in relation to each other ?

7.4 TYPES OF CURRICULUM

There are different approaches to curriculum transaction. On the basis of these approaches, there are different types of curriculum. Some of the important types are given as under :-

- (1) Subject Centred Curriculum
- (2) Learner Centred Curriculum
- (3) Activity Centred Curriculum
- (4) Experience Centred Curriculum
- (5) Basic Education Curriculum
- (6) Undifferentiated Curriculum
- (7) Life Centred Curriculum
- (8) Balanced Curriculum.

Now, we shall discuss in detail subject Centred Curriculum and Learner Centred Curriculum.

7.5 SUBJECT CENTRED CURRICULUM

Subject Centred Curriculum is also known as the traditional curriculum. This curriculum dominated the scheme of education during the British Rule in India. In this curriculum, subjects are given first priority and preference & main emphasis is on subject instruction. It prepares the individual to acquire the subjective knowledge. It gives pre-determined place and fixed amount of time to each subject in the routine time table. Subject centred curriculum encourages book knowledge & book learning. Subject is placed at the central position. It follows strictly defined parameters of imparting instructions in a particular subject. The main objective of subject centred curriculum is the development of intellectual abilities of the child. The important features of this curriculum are given below:-

- (1) Subject centred curriculum is academic and theoretical rather than practical.
- (2) The subject matter is specific and it helps in improving academic knowledge of the taught.
- (3) The teacher plays dominant role while imparting instructions in this scheme of curriculum.

- (4) This curriculum prepares the individual for qualifying the term end examination.
- (5) The preference is for the subject irrespective of the choice of learner and the individual differences.

MERITS OF SUBJECT CENTRED CURRICULUM

1. **Specific Content :** Subject Centred Curriculum is focused on the content of the subject. Endeavour is made to give a detailed & complete material to the taught as far as content is concerned which is properly defined and explained. It ensures the learner to acquire specific knowledge as per the content.
2. **Economic :** As the subject matter is specific, it saves time & energy. The teacher gives very particularly which is required & the taught receives it without wasting time & energy.
3. **Develops Self Study :** Subject Centred Curriculum encourages the learner for reading the books & it makes him able to understand the importance of reading. It leads ultimately towards self study.
4. **Systematic Presentation :** It organizes & presents the knowledge in the subject in a systematic manner so that the learner can acquire it easily & do not get confused.
5. **Develops Intellectual Abilities :** Subject Centred Curriculum emphasizes mainly on intellectual development of the students. Teaching of certain subjects is particularly aimed at the development of mental faculties of the learner.

DEMERITS/LIMITATIONS OF SUBJECT CENTRED CURRICULUM

1. **One Way Communication :** There is one way communication in subject centred curriculum. Teacher plays active and dominating role in the teaching learning process. It does not provide ample opportunities for interaction between teacher & pupil.
2. **Bookish and Mechanical :** Subject centred curriculum encourages bookish knowledge. Students are required to learn a number of prescribed text books. There is no place for other educational activities.
3. **Rote Learning :** Text books are considered to be the only source of knowledge. The learner crams the lessons without understanding. So it emphasizes on rote learning.

4. **Unpsychological** : Subject centred curriculum does not give importance to the needs & interests of the learner. There is lack of variety. It pays no attention to individual differences.
5. **Lack of Relevance to Life** : This curriculum emphasizes on subjective knowledge. Most of the items in the syllabus are unrelated to the students life.

7.6 LEARNER CENTRED CURRICULUM

Modern education gives great importance to Learner Centred Curriculum. In this sort of curriculum the child is considered at the centre of teaching leaning process. It is based on needs, interests and capacities of the learner. This curriculum encourages active participation of the pupil in teaching learning process. The learner is active recipient of knowledge. Unlike traditional curriculum, greater importance is attached to the learner than subjects. (The subject matter is organized with the involvement of the learner). It is constructed by keeping in view the psychological considerations. So it is framed for harmonious development of personality, according to the age & stage of the learner. Teacher organizes the activities by ensuring the active participation of the learner. Individual differences are given importance. Creative development, self-expression & socialization are the important objectives of this curriculum. Kinder garten & playway are the examples of learner centred curriculum. Therefore we can say that learner has the focal position in this curriculum. The emphasis is on the all round & harmonious development of personality of the learner. The interaction between teacher & learner is the essence of this curriculum.

MERITS OF LEARNER CENTRED CURRICULUM

1. **Psychological** : Learner Centred Curriculum is according to the nature of the learner. It takes into account the needs, interests & capacities of the learner. Educational activities are kept in the curriculum according to age & stage. It gives importance to the thinking, talent, freedom and participation of the learner.
2. **Learner Oriented** : Child is at the central place in this curriculum. Educational activities revolve around the learner. Such activities provide rich experience to the learner.
3. **Flexible** : This curriculum is not rigid. Those educational activities & experiences are included in the curriculum which are interesting for the learner. The activities which do not encourage the child to learn can be excluded. There is variety of educational activities.

4. **Encourage Comprehension :** Learner Centred Curriculum encourages the pupil to understand the concepts and facts as it is framed according to the capacity & aptitude of the learner. Teacher pays individual attention & observes the achievement & progress of the learner.
5. **Transfer of learning :** The knowledge received by the learner is based on comprehension & understanding. Such knowledge can be transferred in other areas by the learner.
6. **Democratic :** Learner Centred Curriculum gives freedom to the pupil. It recognizes the individuality of the learner. Moreover there is variety of educational activities. The learner has the choice to select the activities as per his needs & interest.

LIMITATIONS OF THE LEARNER CENTRED CURRICULUM

1. **Teacher is Passive :** The role of the teacher is passive in the learner centred curriculum. He has to organize the activities by keeping himself behind the scene.
2. **Will, the dominating element :** Learner Centred Curriculum emphasizes too much importance to the will of the learner. Some times it results in ignoring the faculty improvement activities by the learner.
3. **Not Universal :** It is difficult for every educational institution particularly in rural areas to organize all the child centred activities for all learners at all levels.
4. **Child Centred Curriculum :** Ignores the concept of direct inculcation of values. There is lack of moral instructions in this curriculum as it emphasizes more on the individual development & freedom. Immediate interests are more important in learner centred curriculum.
5. **Lack of Skilled Teachers :** In this curriculum self learning is encouraged by using different techniques by the trained teachers who are not easily available.

COMPARISON OF SUBJECT CENTRED CURRICULUM & LEARNER CENTRED CURRICULUM

Subject Centred Curriculum	Learner Centred Curriculum
1. Importance is attached to the subject matter.	Learner is placed at the focal position while framing this curriculum.

<p>2. It is examination oriented.</p> <p>3. Teacher plays dominating role in teaching learning process.</p> <p>4. It is framed to develop the mental faculties of the learner.</p> <p>5. It encourages memorization.</p> <p>6. It is constructed for the sake of knowledge.</p> <p>7. It is rigid, predefined and specified.</p> <p>8. It adopts formal approach in the process education.</p>	<p>It is aimed at all-round development of personality.</p> <p>Learner participates actively in the teaching learning process.</p> <p>It is framed to develop all the aspects of personality.</p> <p>It develops skills & comprehension.</p> <p>It is constructed for the development of personality.</p> <p>It is flexible & has variety of activities.</p> <p>It adopts formal as well as informal approach in organizing the educational activities.</p>
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CHECK YOUR PROGRESS – II

Note : Give your answers in the space given below:-

1. Write down the different types of curriculum.

2. Briefly explain Subject Centred Curriculum.

3. Enlist merits & limitations of Learner Centred Curriculum.

7.7 BASIC PRINCIPLES OF CURRICULUM CONSTRUCTION

In the previous section, we have discussed the concept & types of curriculum. In this section we shall discuss the principles of curriculum construction.

There are certain basic principles of curriculum construction. These principles are to be kept in mind while framing the curriculum. The important basic principles are explained briefly as under :-

1. **Principle of Child Centredness:** It implies that the curriculum should be based on the needs, interest, abilities & level of the child. It should provide the rich educative experiences to the child. The curriculum should be constructed by keeping the child at focal position in teaching learning process. Nothing should be forced on the child for which he has no interest, capacity or need.
2. **Principle of Community Centredness:** Alongwith treating each child as an important individual, we cannot ignore the fact that child will always have to live with other individuals. This principle stresses to prepare an individual for becoming successful & contributing member of the society. It also prepares the child for adjustment in group & social life.
3. **Principle of Preparation for Life:** This principle of curriculum construction states that such activities should find due place in the curriculum which have relevance with the future life of the individual. There should be functional relationship between education & life of the pupil.
4. **Principle of Activity Centredness:** According to this principle, the curriculum should move around such activities which are essential for personality development. Being creative by nature, child gets interested in activity. The curriculum should provide opportunity for activities of head, hand & heart for all round development of the child.
5. **Principle of Creative Training:** This principle states that each child should be encouraged to develop his creative ability. Therefore curriculum should be framed in such a way that it may accelerate & promote creative genius of the child. Such activities should be included in the curriculum which fulfill & satisfy the creative needs of the child.

6. **Principle of Utility :** The principle of utility implies that such activities & subjects are included in the curriculum & which are useful & constructive for the learner. There should be due emphasis on work experience in the curriculum.
7. **Principle of Organisation :** This principle explains that the curriculum should be well organized. It should be properly organized subject wise, unit wise & lesson wise. Different activities should be included according to their need & importance.
8. **Principle of Conservation :** One of the important aims of education is the conservation & promotion of culture. Curriculum should also include such subjects & experience which help in the preservation, promotion & transmission of culture and civilization.
9. **Principle of Integration :** This principle implies that curriculum should provide knowledge in an integrated manner. Different subjects included in the curriculum at a certain stage should be integrated & correlated with one another as well as with the real life of the learner.
10. **Principle of Totality of Experience :** It means all sorts of experiences that the learner gains in class-room, workshop, library, laboratory, playground etc. The curriculum not only contains various academic subjects but also manifold activities which provide totality of experience of life. Pupils should gain experience through formal & informal interactions inside & outside the class-room.

There are certain other principles which have attained importance with the changing time & situation. Principle of globalization emphasizes that curriculum should reflect world ethos & develop the international outlook in the pupil. The principle of leisure stresses to include leisure time activities & hobbies to ensure happiness & emotional satisfaction. Principle of variety states to include variety of educational activities recognizing the individual differences, principle of harmony emphasizes to include those activities in the curriculum which ensure harmonious development of personality.

CHECK YOUR PROGRESS – III

Note : Write your answer in the space given below :-

1. Enlist the important principles of curriculum construction.

2. Write briefly about the principles of curriculum construction as given below:-

- (a) Principle of Child Centredness-

- (b) Principle of Creative training-

7.8 LET US SUM UP

All the educational activities organized by an educational institution for harmonious & all around development of personality are collectively termed as curriculum. These activities are academic & non-academic i.e., organized inside & outside the class room. It embodies all the educational experiences of the taught. There are different types of curriculum. Subject centred curriculum dominated the scheme of education during British Rule in India. This curriculum gives first priority & preference to subjective knowledge. Modern education gives great importance to Learner Centred Curriculum. It is based on needs, interests & capacities of the learner. Learner centred curriculum follows psychological considerations. Curriculum development & construction is based on certain principles.

These principles are termed as Principle of Curriculum Construction. These are to be followed while framing the curriculum for a particular stage of learning.

7.9 MODEL EXAMINATION QUESTIONS

- (1) What do you understand by the term Curriculum? Briefly describe its types.
- (2) Define Curriculum. Describe Learner Centred Curriculum along with its merits.
- (3) What do you mean by Curriculum? Compare Learner Centred Curriculum & Subject Centred Curriculum.
- (4) Describe Subject Centred Curriculum along with its merits and limitations.
- (5) What is the derivative meaning of curriculum? Briefly describe the important principles of curriculum construction.

7.10 SUGGESTED READINGS

- (1) Aggarwal, J.C. (2002) : Theory & Principle of Education, Vikas Publishing House Pvt. Ltd., New Delhi.
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- (5) Walia, J.S. (1999) : Trends in Education, Paul Publishers, Jalandhar.

**CO-CURRICULAR ACTIVITIES : CONCEPT AND TYPES
OF CO-CURRICULAR ACTIVITIES, IMPORTANCE OF
ORGANIZING CO-CURRICULAR ACTIVITIES IN
EDUCATIONAL INSTITUTIONS**

By : Ashok Kumar

8.0 STRUCTURE

8.1 Introduction

8.2 Objectives

8.3 Concept of Co-curricular Activities

8.4 Types of Co-curricular Activities

8.5 Importance of organizing Co- curricular Activities in Educational Institutions.

8.6 Let us Sum up.

8.7 Model Examination Questions.

8.8 Suggestion Readings.

8.1 INTRODUCTION

Dear student, Co-curricular Activities are essential part of curriculum. These activities are important for the harmonious development of the personality. Earlier the activities like games, sports, excursions, picnics, singing, drawing, painting etc. were not included in the curriculum and considered as extra –curricular activities. But now the importance of these activities is recognized by modern educationists. Therefore these activities are included in the total school programme and turned as co-curricular activities. In this lesson, you are going to understand about the concept of curricular and co-curricular activities, categorizing the co-curricular activities and the importance of organising co-curricular activities in educational institutions.

8.2 OBJECTIVES

After reading the present lesson you would be able to understand:-

- (1) Concept of co-curricular activities.
- (2) Types of co-curricular activities.
- (3) Need and importance of organizing co-curricular in educational institutions.
- (4) Change in the term from extra-curricular activities to co-curricular activities.
- (5) Co-relation between class-room activities & co-curricular activities.

8.3 CONCEPT OF CO-CURRICULAR ACTIVITIES

Education is aimed at the harmonious and all round development of personality. This development of personality is in terms of physical, mental, social, emotional, aesthetic & cultural dimensions. For the development of all these aspects of personality of an individual, there is need to organise various activities in & out of class room. The activities like games, sports, athletics, singing, dancing, painting, hobbies etc. provide opportunities for self expressions & ensure wholesome development of personality.

Earlier, when the curriculum was dominated by the academic subjects, these activities were not recognized as essential part of curriculum. In the traditional curriculum, these activities were known as extra curricular activities. But now the modern educators have recognized these activities as essential & integral part of the curriculum. These activities are planned by the school in addition to the usual academic work. Through participating in these activities, student learns democratic behavior. These activities are helpful in the development of feelings of loyalty & cooperation. These activities form an important of the curriculum & have immense educational value. Therefore, all those activities which are organized outside the class room but are the important and essential part of the curriculum are termed as Co-curricular Activities.

Curricular & Co-curricular activities are complementary to each other. According to “Secondary Education Commission” report on co-curricular activities- “They are as integral part of activities of the school as its curricular work & their proper organization needs just as much care & foresight if they are properly conducted, they can help in the development of very valuable attitudes & qualities.”

8.4 TYPES OF CO-CURRICULAR ACTIVITIES

Many curricular activities are organized by the school for harmonious development of physical, mental, social, aesthetic, emotional, ethical & cultural aspects of personality. These activities are classified as under:-

1. **Physical Activities :** These activities are essential for physical development and for channelizing the superfluous energy of pupils. Games, Sports, Athletics, Mass Drill, Physical Exercises, Yogic Asanas, NCC, Gardening, Scouting, Girl Guiding etc are the example of physical activities.
2. **Literary Activities :** Literary and academic, activities are organized for the development of linguistic skills & mental faculties. Debates, Discussions, Symposia, School Magazine, Declamation Contest, Story Writing, Essay Writing, Seminars, News Paper Reading, and Library work are some of the literary & academic activities.
3. **Social Activities :** These are also known as community activities. These activities promote the spirit of social welfare. These are Red Cross, Scouting, National Service Scheme, Labour Squads, Girl Guiding, Community Cooking and Service etc.
4. **Aesthetic & Cultural Activities :** These activities develop aesthetic sensibility and provide opportunity for better understanding of culture. Drawing, Painting, Organising Exhibitions, Variety Shows, Folk-Dance, Folk Songs, Celebration of Festivals, School Decoration etc. are the examples. The activities connected with music & fine arts develop the aesthetic side of pupil's personality.
5. **Craft Activities :** These activities are also termed as productive activities. The craft activities are Spinning, Weaving, Soap-Making, Book Binding, Toy Making, Knitting, Embroidery Work, Leather Work, Wood Work, Kitchen Gardening etc.
6. **Leisure Activities :** Under this heading hobbies & leisure time activities are included. Collection of Coins, Stamps, Rare Stones, Pictures, Photographs, Paintings Singing, Writing Poems, Album Making, Cartooning, Picnics, Excursions, Visit to Monuments, Museums are included in these activities.
7. **Civic Development Activities :** These activities provide rich experience of the civil life to the learner. These activities are Mock Polling Station, Mock Parliament, Mock Court, Student's Cooperative Store and Visiting Civil Institutions like Panchayat, Post Office, Police Stations, Legislative Assembly and Celebrating of Festivals etc.

- 8. Moral Development Activities :** These activities promote moral development of pupils. These activities include Morning Assembly, Mass Prayer, Celebrations of Birthdays of Great Men, Quiz on the teaching of Great men, Social Service Activities etc.
- 9. Patriotic Activities :** These activities are meant for promoting the feeling of emotional & national integration among the students. These are celebration of National Days, Student Exchange Programme, Bharat Darshan Tours, National Integration Camps and Cross Cultural Programmes etc.
- 10. Multipurpose activities :** These activities are
- (i) Beautification & cleanliness drive.
 - (ii) School decoration.
 - (iii) Running dispensary in the school.
 - (iv) Running co-operative store in the school.
 - (v) Alumni Meet.
 - (vi) Cultural programmes etc.

CHECK YOUR PROGRESS-I

Note : Write your answer in the space given below :-

1. What do you understand by Co-curricular activities?

2. Briefly describe the types of Co-curricular activities with suitable examples :-

8.5 SIGNIFICANCE OF ORGANISING CO-CURRICULAR ACTIVITIES IN EDUCATIONAL INSTITUTIONS

Co-curricular activities are regarded as the essential & integral part of the total school programme. Modern educators have recognized the importance of these activities for the complete development of personality. These activities provide the opportunity to the learner for self-expression. The significance of organizing co-curricular activities in educational institutions can be discussed under the following sub-headings:-

1. **Physical Importance :** Co-curricular activities like Games, Sports, Athletics, Physical Exercises, Yogic Asanas etc. ensure physical fitness & proper functioning of the glandular system. These activities also provide useful channel for the superfluous energy of the pupils. Their surplus energy is diverted to constructive & fruitful channels. Physical activities are helpful in developing healthy life style & good habits in the children.
2. **Psychological Importance :** Different psychological needs of the individual are satisfied with the help of co-curricular activities. These activities provide media for training of emotions, sentiments & sublimation of instincts. By participating in these activities an individual gets the opportunity for self expression. These are helpful in unfolding the hidden talent of the learner. The instincts like self assertion, curiosity, constructiveness, acquisition, gregariousness & sex find worthy outlets of expression and are sublimated through these activities.
3. **Academic Importance :** Co-curricular activities have academic and literary values. By participating in literary activities like Debates, Discussions, Poetic recitations, Symposia, Drama etc. pupil gets training in different styles of oral expression. Moreover, class room instructions can be supplemented with academic activities. Theoretical work in history, languages and science can be supplemented by visiting to historical places, library activities & nature study respectively. School magazine gives exercise in written work.
4. **Ethical Importance :** These activities inculcate moral & ethical qualities in the individual. Individual learns to co-operate with others, judge the situation, act honestly, display integrity & have self-confidence while participating in these activities. Morning assembly & mass prayer can also develop qualities of character.

5. **Social Importance :** Co-curricular activities are very important in the development of social aspect of the personality. In group activities, pupil learns to share responsibility. These activities develop social traits like group feeling, co-operation, belongingness, sincerity, loyalty and mutual understanding. These activities make the individual to understand the relation between school & society.
6. **Aesthetic Importance :** The activities like Drawing Painting, Exhibitions, Variety Shows, School Decoration, Music & Fine Arts develop aesthetic sensibility of the learner. These are helpful in unfolding & extracting the hidden beauty in the minds of the pupils.
7. **Civic Importance :** The activities like Mock Court, Mock Polling Station, Mock Assembly & Visiting Civil Institutions provide best ways for training for true citizenship. These activities bring about knowledge of rights & duties as a citizen. Such activities also give rich experience of civic life & democratic society.
8. **Cultural Importance :** Cultural activities provide better knowledge and understanding of our rich cultural heritage. India is a land of diverse cultures. Organization of cross-cultural activities in the educational institutions develops a taste for our culture & promotes social cohesion.
9. **Recreational Importance :** Leisure time activities & hobbies are very useful from educational point of view. These activities provide opportunity for recreation, amusement & enjoyment to the pupils. Such activities are important for mental, emotional & moral development of the individual. Therefore knowledge & learning take place through interesting activities.
10. **Disciplinary Importance :** When students participate in co-curricular activities, they frame the rules & follow them. This develops the sense of self-discipline which is important for leading a disciplined life. Students learn the value of discipline. These activities develop a sense of self control & self-confidence in the pupils. Co-operation, respect for authority & leadership training can pave the way of instructing them in the fundamental of true discipline.

CHECK YOUR PROGRESS-II

Note : Write your answer in the space given below :-

Discuss briefly the significance of co-curricular as asked given below :-

(i) Academic Importance :-

(ii) Recreational Importance :-

8.6 LET US SUM UP

Dear students, you know that co-curricular activities were known as extra-curricular activities in the traditional curriculum, during the scheme of education of British rule in India. Modern educators have recognized these activities as a part & parcel of education & hence these activities are termed as co-curricular activities. The activities like Games, Sports, Athletics, Painting, Singing, Dancing, Hobbies etc. provide opportunities for self-expression & ensure wholesome development of personality. Earlier curriculum was dominated by academic subjects but now there are Physical, Social, Literary, Aesthetic, Cultural, Craft, Civic, Leisure, Patriotic and Moral Development Activities. There is great significance of these activities from educational point of view. These activities are organized for the development of all the aspects of personality of the learner.

8.7 MODEL EXAMINATION QUESTIONS

1. What do you understand by the term Co-curricular Activities? Discuss briefly the types of Co-curricular Activities.
2. Discuss the meaning of Co-curricular Activities. Explain the value of organizing academic & literary activities in an educational institution.

3. Enlist the various types of Co-curricular Activities. Describe the general significance of Co-curricular Activities.
4. How the Co-curricular Activities help in the development of wholesome personality of the learner? Discuss with examples.
5. “An educational institution loses its reputation if it lacks in organizing Co-curricular Activities.” Discuss in detail.
6. What is the significance of organizing different Co-curricular Activities in an educational institution? Discuss in detail.

8.8 SUGGESTED READINGS

1. Rasool, G. Chopra, M: Fundamentals of Education Narendra Publishing House, Jalandhar.
2. Safaya, R.N.: An Introduction to Education, Kapoor Brothers, Srinagar.
3. Walia, J.S.: School Organisation and Methodology of Teaching, Paul Publishers, Jalandhar.
4. Safaya & Shaida: Organisation of Education, Dhan Pat Rai & Sons Jalandhar.

**MEANING OF CULTURE AND RELATIONSHIP
BETWEEN CULTURE AND EDUCATION****By : Dr. Netar Parkash Sharma****9.0 STRUCTURE****9.1** Objective**9.2** Introduction**9.3** Etymological meaning of the term “culture”**9.4** Definitions**9.5** Relationship between Culture and Education**9.5.1** Function of Education towards culture**9.5.2** Functions of Culture towards Education**9.6** Check your performance**9.7** Check your answer**9.8** Suggested Readings**9.1 OBJECTIVES**

After studying the lesson script, the students should be able –

- To explain the general meaning of term “culture”
- To describe the etymology of the term “culture”
- To state the definitions of the term “culture” as given by different educational sociologists
- To explain the relationship between culture and education
- To describe the functions of education towards culture showing the relationship between culture and education

- To explain the functions of culture towards education showing the relationship between culture and education

9.2 INTRODUCTION

Dear students, in this part of the lesson we will discuss the general concept of the culture, etymology of the term culture as well as relationship between culture and education with the help of functions of education towards culture and functions of culture towards education.

Man since the time of his origin on the earth started gaining experiences, acquiring knowledge, developing ideas and attitude as well as making achievements in various fields of life for making his life worth living. He transmitted all these experiences, knowledge, ideas and achievements to the next generation and that generation again transmitted the same to the next generation by adding its own experiences, knowledge, habits, ideas and achievements.

Thus, the total accumulations of all the experiences, knowledge, ideas, habits, manners and etiquettes, usages and practices, customs, traditions, norms, attitude as well as all the materialistic and non-materialistic achievements which one generation acquires from the previous generation and transmits to the next generation by adding its own experiences, knowledge and achievements to it which determine the complete way of life of the people to a great extent is known as culture.

9.3 ETYMOLOGICAL MEANING OF THE TERM “CULTURE”

Etymologically speaking the term “culture” has been derived from a Latin word “cultura” which means ‘to till’ or ‘to cultivate’. Thus the term culture means something to be cultivated among the people. It means culture is a process of cultivating high social, moral and spiritual values, manners and etiquettes, good habits, beliefs and practices among the people with the view to modify or improve their behaviour.

Every society has its own culture or social heritage. It has been used with various meanings. The concept of the culture was discovered recently as its significance has been realized more than ever. The concept originated with anthropologists but has been later on developed further in many other ways. As commonly used in the social science, culture refers to a social heritage. It is the distinctive way of life of a group of people and their complete design for living. Thus the idea of culture has a rich intellectual background as it

refers mainly to ideas of enlightenment and refinement. This humanistic view of culture emphasizes creativity and excellence.

9.4 DEFINITIONS

Some important definitions of term culture are as follows :–

- (i) B. Malinowski has defined culture as the “cumulative creation of man”. He also regarded culture as the handwork of man and the medium through which he achieves his ends.
- (ii) Graham Wallas, “culture is an accumulation of thoughts, values and objects, it is the social heritage acquired by us from preceding generations through learning as distinguished from the biological heritage which is passed on to us automatically through the genes”.
- (iii) C.C. North, “culture consists in the instruments constituted by man to assist him in satisfying his wants”.
- (iv) Robert Bierstedt, “Culture is the complex whole that consists of all the ways we think and do and everything we have as members of society”
- (v) E. V. de Roberty, “The body thoughts and knowledge both theoretical and practical, which only man can possess”.
- (vi) Edward B. Taylor, “That complex whole which includes knowledge, belief, art, morals, law, customs and any other capabilities, and habits acquired by man as member of society”.

Consequently, we can say that culture is a broad term that includes in itself all our walks of life, our modes of behaviour, our philosophies and ethics, our morals and manners, our customs and traditions, our religious, political, economic and other types of activities. Culture includes all that man has acquired in his individual and social life.

9.5 RELATIONSHIP BETWEEN CULTURE AND EDUCATION

There is very close rather intimate relationship between culture and education. These both are so interdependent that can neither be developed nor implemented without the help of the another. The relationship between culture and education can be traced back to the origin of human life on the earth. The relationship between culture and education can be discussed under the following headings.

COMMON GOAL

Both culture and education are so closely related to each other that they both have a common goal to achieve i.e. the improvement or modification of the behaviour of an individual. Both culture and education are sometimes considered as synonyms terms. Culture serves as an informal type of education whereas education serves as a formal type of culture therefore, it is rightly said that an educated person is he who is a cultured person and a cultured person is he who is an educated person. Both culture and education aim at making the life of an individual worth living.

SOCIAL ADJUSTMENT

Both culture and education play equally important role in helping the individual in making his proper adjustment in the society.

SOCIAL, MORAL AND SPIRITUAL VALUES

Culture gives high social, moral and spiritual values and education inculcates these high social, moral and spiritual values among the students.

Moreover, the relationship between culture and education can further be discussed in terms of functions of education towards culture and functions of culture towards education.

9.5.1 FUNCTIONS OF EDUCATION TOWARDS CULTURE

Education through all its formal, informal and non-formal agencies contributes a lot to the development of the culture. Some of the important functions of education are discussed as under :-

- (i) **Preservation of the culture :** Education through its formal and informal agencies plays a significance role in preserving all those values, customs, traditions, beliefs, usages, practices, knowledge and experiences achievements and non-materialistic spheres which are worthwhile in the present age.
- (ii) **Transmission of culture :** All the agencies of education play an important role in transmitting the culture from one generation to another. It is due to the role of education that the thousand of years old culture could be transmitted to the present age to a great extent.
- (iii) **Promotion or enrichment of the culture :** Education not only preserves and transmits the old culture to the coming generation in the same form but it also plays

an important role in the enrichment or promotion of the culture by adding the new experiences, knowledge, inventions and discoveries in the field of science and technology and other achievements made by the society to the culture before transmitting it to the next generation.

- (iv) **Refinement of the culture :** Education also brings refinement in the centuries old culture by deleting or excluding those customs, traditions and practices which have either lost their utility or scientifically discarded.
- (v) **Diffusion of culture :** Education plays a significant role in bringing a diffusion among the culture not of different sections of society within the country but also of different countries of the world. Mass media as an informal agency of education is playing an important role in bringing the diffusion of the culture of different countries of the world.

9.5.2 FUNCTIONS OF CULTURE TOWARDS EDUCATION FOLLOWING ARE THE MAIN FUNCTIONS OF CULTURE TOWARDS EDUCATION

- (i) **Fixing the aims of education :** Culture of the community plays a significant role in determining the aims of education for that community. It is rightly said that “as is the culture of the community so will be the aims of education” for example if there is a diversified culture the aim of education will be to bring unity in diversity. But if there is a single type of culture the aim of education will be to preserve and transmit the culture in the same form to the next generation.
- (ii) **Framing the curriculum :** Culture plays a significant role in framing the curriculum for a particular system of education. Curriculum is drawn from the culture of the community in the form of sum total of experiences, knowledge and achievements made by the human race in different spheres of life which is divided into different components called subjects like language, literature, art and craft, social sciences, natural sciences etc.
- (iii) **Cultural and instructional techniques :** Culture also plays an important role in selecting and applying the various methods and techniques for teaching e.g. traditional methods of teaching are applied in the country where there is a traditional culture whereas scientific tools and techniques are applied in the country where there is sciences based culture.

- (iv) **Teacher – taught Relations :** Culture plays a significant role in determining the teacher-student relations in the system of education. For example, in an idealistic culture like that of India, the teacher serves as a spiritual and intellectual father of the students who serves as a source of inspiration for the students whereas in the western culture, the teacher serves as a friend and guide for the students. In the light of the above discussion, we may conclude that both culture and education are so closely related that one cannot be thought of in the absence of the other.

9.6 CHECK YOUR PERFORMANCE

- (1) Briefly explain the etymology of the term culture
- (2) State the definition of the term culture as given by Edward B. Taylor
- (3) State the definition of the term culture as given by Charles Wallas
- (4) Briefly explain the relationship between culture and education
- (5) Briefly explain the important functions of education towards culture showing the relationship between culture and education
- (6) Briefly explain the functions of culture towards education showing the relationship between culture and education.

9.7 CHECK YOUR ANSWER

- For Q.1 See paragraph 9.3
For Q.2 See paragraph 9.4
For Q.3 See paragraph 9.4
For Q.4 See paragraph 9.5
For Q.5 See paragraph 9.5.1
For Q.6 See paragraph 9.5.2

9.8 SUGGESTED READINGS

Author	Name of the Book
1. Bhattacharya Srinibas	Sociological Foundations of Education
2. Mathur, S.S.	Socio-cultural Approach to Education
3. Rawat, H.K.	Sociology – Basic Concepts Sociology

4. Shankar Rao, C.N. Socio Philosophical Approach to Education
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6. Viertel, John Aspects of Sociology
7. Wallis, Wilson, D. & Text Book of Sociology
 Willey, M.M

**MEANING & DEFINITIONS OF SOCIAL CHANGE,
FACTOR RESPONSIBLE FOR CAUSING SOCIAL
CHANGE ROLE OF EDUCATION**

By : Dr. Netar Parkash Sharma

10.0 STRUCTURE**10.1** Objective**10.2** Introduction**10.3** Meaning of Social Change**10.4** Definition of Social Change**10.5** Factors responsible for causing social change**10.6** Role of education in bringing about social change**10.7** Check your Performance**10.8** Check your Answer**10.9** Suggested Readings**10.1 OBJECTIVES**

After studying this lesson script, the students should be able :-

- To explain the meaning and definitions of social change
- To discuss various factors responsible for causing social change
- To explain the role of education in bringing about the social change

10.2 INTRODUCTION

Dear students, in this part of this lesson we shall discuss the meaning of the term Social Change, with the help of some definitions given by the sociologists from time to time we shall also discuss some of the major factors which are directly or indirectly responsible for bringing about the social change as well as the role of education is bringing about the social change.

If we study the history of evolution of mankind from the primitive to the modern time we come to know that human life has been experiencing a continuous process of change since its origin on the earth. Because change is law of nature and essential ingredient of evolutionary process. Man always remained dissatisfied with the contemporary conditions and made continuous efforts to make his life better, happier and ore comfortable. This inherent discontent in man is a compelling motivation for change his intensified state of dissatisfaction has led him to give up the outmoded and absolete and make the society dynamic. He always welcome change in outlook, techniques, experience and values. It is owing to this nature of man that the complexion of the society has been changes.

10.3 MEANING OF SOCIAL CHANGE

When change takes place at large scale or at the societal level including change in customs, traditions, mores, norms, social relations, social institutions, political system, economy, standard of living, way of thinking, attitude and type of occupations, technology and in entire culture of society is known as social change. The process of social change remains continuous forever. Usually it remains gradual and so slow that it cannot be felt immediately. This slow and gradual process of change is also known as social evolution. Sometimes this process of social change is as fast and drastic as it can easily be observed by a common man. This rapid or radical change is known as revolution.

Social change is not change in one aspect of the society. But is a continuous series of changes which are closely associated with one another and play a significant role in changing the entire structure of society. Therefore, no social change can be studied in isolation because each change is a link in series of other changes. Not only this but each change has links with the part and has some implications for the future, which should in no way be underestimated. A deep rooted social change effects patterns, behaviours and way of social life.

Social change is both endogenous and exogenous when change in the society takes place because of certain internal factors working within the social system is called endogenous change. For examples, improvement in socio-economic status of the people of the scheduled castes and scheduled tribes through social welfare schemes started by the government in India.

When change takes place in the social system because of some external factors functioning from outside, the social change is called exogenous change. For example British impact had considerable role in bringing about a social change in India.

10.4 DEFINITIONS OF SOCIAL CHANGE

Different sociologists and philosophers have made their attempts to define the term “social change” from time to time. Some of the definitions as given by the eminent thinkers are given below :–

- (i) **Jones**, “social change is a term used to describe variations or modifications of any aspect of social process, social patterns and social organizations
- (ii) **Johnson**, “social change may be defined as modifications in ways of doing and thinking of people”
- (iii) **Kingsley**, “By social change is meant only such alternations as occur in social organizations. That is, in structure and functions of the society”.
- (iv) **Fairchild**, “social change means variation or modification in any aspect of social processes, pattern or form”.
- (v) **Gillin and Gillin** - social change are variations from the accepted modes of life, whether due to alternation in geographical conditions, in cultural equipments, composition of the population or ideologies and whether brought about by diffusion or invention within the group.

Conclusion : In the light of the above definitions stated above we may conclude that by nature & character, social change changes the people as a whole i.e. their social customs, habits bring & life style. The change influences every walk of their life. It influences and alters social relationship and social structure. To what extent the change come depends on the depth and the acceptability of changes by the society.

10.5 FACTORS RESPONSIBLE FOR CAUSING SOCIAL CHANGE

As we know that social change is a long and multi-dimensional process. Therefore, factors related with different aspects of society directly or indirectly play their role in bringing about social change in social order. Therefore, some of the major factors which directly contribute to the social change are discussed as follows –

1. **Idea & Ideology :** Idea and ideology of great persons contributes a lot in bringing about social change e.g. the idea of liberty, equality and fraternity brought about the French Revolution. Whereas the ideologies like communism, socialism and Gandhism have exercised remarkable influence in changing the patterns of the societies.

2. **Influence of the personality of great person :** The influences of the personalities of some leaders or social reformers also contribute to bring the socio-culture changes among the people e.g. Lenin in Russia and Mahatma Gandhi in India have brought social and political revolutions in their respective countries.
3. **Natural calamities :** Every year many villages and towns are destroyed due to heavy rains, floods and earthquakes etc. which have given rise to new towns and colonies having new designs and technology on the one hand and causes the migration of people to different parts of the country on the other hand where they have to adopted new culture and to bring change in their pattern of social behaviour in order to make their adjustment in the new situation.
4. **Violence :** Due to violence, military or other anti-social activities, some people are forced to leave their native place and migrate to other parts of the country where they are disassociated from their own culture and to adopted or to make adjustments in new culture or social conditions which may bring a great change in their complete way of living.
5. **Change in Government :** The policies & programmes of every government determine the pattern of social behaviour of the people of that country. But when changes in the government take place or when other political party comes in power that brings its own policies and programmes for the people. Even many developmental schemes started by the previous government are stopped. In this way the change in the government may become one of the major factors responsible for bringing about social change.
6. **Mass Media :** Both press & electronic media play most significant role in bringing about social change by bringing awareness among the people on the one hand and bringing interaction among different cultures of the world on the other hand consequently mass media is broadening the outlook, changing the attitude, enrich in the interest and change the way of thinking doing and living of the people.
7. **Demographic factors :** Demography i.e. the population has far deeper effect in bringing social change. Where there is population explosion and natural and mineral resources cannot keep pace with population growth whole social system and every social institution comes under strain. The people are usually corrupted in such societies. Density of population, death and birth rate, migration of population from rural to the

urban areas, woman ratio both in peace and war time have their effect on social system. Increased population has its effect both on values and social structure. Demographic changes always bring new thinking, create new social problems and try to solve those in absolutely new manner.

8. **Technological factor :** A big and important role is played by technological factors in bringing social changes. Every scientific and technical discovery very much influences the existing social order. Again it is technology which has developed material outlook replacing old religious outlook. Technology results in mechanization which gain strainous labor relationship, employment conditions, bring standards etc. infact, there is no aspect of life which is not influenced by technology.
9. **Legislation :** Many changes in the social, economic conditions of the people can be brought about by making laws by the parliament of the country e.g. check on child marriage, child labour, dowry system etc. could be imposed through legislation. Similarly amendment in the constitution could provide the people of the scheduled castes & scheduled tribes and other backward classes with reservation in jobs etc. has contributed a lot to improve the socio-economic conditions of these section of the society.
10. **Economic factor :** There is a high correlation between the rate of economic development and that of social change. Karl Marx has rightly said that every social system revolves around economic system. Social relationship, social institution & organization change when there is change in the economic conditions of both the individual as well as of the society as whole. Moreover, economic planning of the country also plays an important role in bringing about the suggest the ways & means to improve the economic conditions of the people but also given directions to the economy of the society i.e. shifting from capitalistic economy to the socialistic can bring change in the entire social system.

10.6 ROLE OF EDUCATION IN BRINGING ABOUT SOCIAL CHANGE

Education being a social process plays a significant role in bringing about the desirable social change. It has been observed that there is very high and positive correlation between the level of education of the people and the rate of social change. The studies have revealed that the process of social change is slower among the illiterate and less educated people

than that of the more educated people. It means as the level of education of the people is high so the process of social change is fast because education makes a person more dynamic and capable to meet the challenges of life efficiently.

Education being a powerful instrument of the social change does not only determines the rate of change but also gives right direction to the change taking place in the society with the view to create a better social order.

While discussing the role of education in the reconstruction of the society Plato consider, education as a means of achieving an 'ideal state' in all respects. Aristotle endorsed the conviction that education is an effective tool in bringing about the social & economic transformation of the society.

Education makes the people to accept the change and to make their adjustment in changing social environment on the one hand and minimizes the resistance among the people towards the change by making their enlightened about the advantages of the changes taking place in different spheres life.

Education as modification of behaviour plays an important role in determining the pattern of social behaviour by channeling and developing the innate potentialities of the people is contributive channels as well as by changing the attitude, outlook, way of thinking, doing and living of the people in order to create a new social order more conducive for the human life.

Education plays very important role in removing evils from the society and changing the outdated customs, traditions and norms from the society. It is due to spread of education that the evils like child marriage, child labour, begging, bonded labour, casteism etc. are gradually disappearing from the Indian society. In this way rapid dev. in the social system is taking place.

Economic development is a powerful determinant of social change it entirely depends upon the type and standard of education of the people. Education helps in the economic development by providing technical and vocational training to the people for making full use of available resources and opportunities and also by enabling the people to control the rapid growth of population.

It means the economic development of a society entirely depends on the system of this education. Alford Marshall rightly states that 'no change would conduce so much to a rapid increase of material wealth as on improvement in our schools'.

Education plays most significant role in the advancement of sciences and technology which is essential for bringing about the changes in almost all spheres of life of the people.

10.7 CHECK YOUR PERFORMANCE

- (1) Briefly explains the meaning of social change, with the help suitable examples
- (2) State the definition of social change as given by Gillin and Gillin
- (3) State the definition of social change as given by Jones
- (4) Briefly discuss any five factors responsible for causing social change
- (5) Describe the role of education in bringing about the social change with the help of suitable examples.

10.8 CHECK YOUR ANSWERS

- For Q. 1 See paragraph 10.3
For Q. 2 & 3 See paragraph 10.4
For Q. 4 See paragraph 10.5
For Q. 5 See paragraph 10.6

10.9 SUGGESTED READINGS

Author	Name of the Book
1. Bhattacharya Srinibas	Sociological Foundation of Education
2. Mathur, S.S.	Socio-cultural Approach to Education
3. Rawat, H.K.	Sociology – Basic Concepts Sociology
4. Shankar Rao, C.N.	Socio Philosophical Approach to Education
5. Taneja, V.R.	Socio-Philosophical Approach to Education
6. Viertel, John	Aspects of Sociology
7. Wallis, Wilson, D. & Wiley, M.M	Text Book of Sociology

**INDIAN SOCIETY : MEANING, PROBLEMS
AND FEATURES****By : Dr. Netar Parkash Sharma**

11.0	STRUCTURE
11.1	Objective
11.2	Introduction
11.3	Meaning of society
11.4	Problems of Indian Society
11.4.1	Social Problems
11.4.2	Economic Problems
11.5	Features of Indian society
11.6	Check your performance
11.7	Check your answers

11.1 OBJECTIVE

After studying this lesson script, the students should be able-

- To explain the meaning of society
- To explain the social problems of Indian society
- To explain different economic problems of Indian society
- To explain some of the characteristics of Indian society

11.2 INTRODUCTION

Dear students, in this part of the lesson we will discuss the meaning of society, social and economic problems of Indian society as well as the important characteristics of Indian society.

11.3 MEANING OF SOCIETY

An important dynamic body consisting of large number of people under the same basic circumstances is known as society. It is an enduring group of living beings carrying on all the activities is common. It is just like a complex web of relations and various forces and factors go into its making. In a society, therefore, there exists a common ideal or belief, some mutual understanding and a common frame of reference.

Society is the creation of man. It is one of the monumental achievements of human beings. It is something more than a multitude of people as it contains different bodies but one mind, manifold expressions but one ideal.

Society is understood as a sort of linking structure between human beings in which everything and everyone depend on everyone and everything. The whole is only sustained by the unity of the functions fulfilled by all its members is in principle assigned such a function, while at the same time each individual is determined to a great degree by his membership in this total structure, the concept of society becomes a functional concept as soon as it designates the relationship between its elements and the lawfulness of such relationship rather than merely the elements themselves or when it is merely descriptive.

Society in simple words is a group of people living together having a common historical background and the common goals to achieve. It functions in an organized way in which the role and status as well as the relationship of different people and institutions is well defined.

11.4 PROBLEMS OF INDIAN SOCIETY

Indian society is the second largest society in the world and it has a long historical background including the period of slavery of many centuries. It consists of hundreds of groups and sub-groups having their own culture, needs and problems.

Being a largest society and having diversified culture Indian society is having a number of problems related with different spheres of life of the people. These problems can mainly be classified into two categories i.e. social problems and economic problems.

11.4.1 SOCIAL PROBLEMS

- (i) **Low Rate of Modernization :** Indian society is a traditional society where the process of modernization is proceeding very slowly. Majority of the people still do not have a broad vision. Scientific outlook, rational thinking or interest in the application of knowledge of science and technology in the productive

fields or in solving their day to day problems of life.

- (ii) **Casteism :** The varna system which existed during the vedic period in course of time degenerated into the caste systems. Since then, the scheduled castes who are known as 'untouchables' have been suffering from various social, religious, legal, political, economic, educational and other disparities. For centuries they were denied political representation, legal rights, civic facilities, educational privileges and economic opportunities. During the British rule also nothing was done to uplift the Harijans and to relieve them from their bondages. Even today the scheduled castes are not free from problems.
- (iii) **Social Disparities :** Though Indian society is a democratic society which is based on the principle of equality, liberty, fraternity but the wide disparities among the different sections of the society can easily be seen, e.g. disparities between urban and rural, disparities between scheduled caste and non-scheduled caste, disparities between men & women, rich and poor. These disparities contributes to disorganize the Indian social system.
- (iv) **Juvenile Delinquency :** Juvenile delinquency is one of the serious problems of the mess society. It is almost an outcome of rapid urbanization and industrialization of modern times. Social conditions associated with these two processes have affected the family pattern. This resulted in an atmosphere that is favourable to the growth of juvenile delinquency. A large number of children moving from rural areas to the cities or living in slums cities are found to be highly vulnerable to this process. This has almost become a universal problem in most of the industrialized countries including India., Mr. G.C. Dutt observer "Juvenile Delinquency is rapidly becoming serious menace in India and with the progressive industrialisation of many parts of country. This problem will soon assume the same proportions as in many of the western countries.
- (v) **Youth Unrest :** Rapid increase in the problem of unemployment and gap between aspirations and achievements and political exploitation have given rise in unrest or discontent among the youth of today which is becoming a major cause of indiscipline and social disobedience in many parts of the country.
- (vi) **Value Conflict :** Some of the old values are at conflict now. The traditional

beliefs, practices, ideas, ideals and values appear to be outmoded, unscientific, irrelevant and irrational for the modern youth. The youths are becoming more and more westernized. They are impressed by the modern values based on science and rationalism. Still they are not in a position to give up the traditional values completely. They are in a state of confusion. They can neither accept the new completely nor do away with the old once and for all.

- (vii) **Illiteracy** : In spite of the constant efforts made by the union and state government, since the time of independence for imparting education to all, a large population is still either completely illiterate or having very low level of education. Illiteracy and low level of education of the people serve as the major obstacle in the social, economic and political upliftment of the masses.
- (viii) **Social Evils** : Indian society in spite of being based on idealistic philosophy is not free from many social evils like child marriage, child labour, bonded labour, dowry system, casteism, regionalism, exploitation of children and women etc., which need immediate attention of the government, social reformers, teachers and NGOs.
- (ix) **Political Exploitation** : Political parties and persons mostly exploit the poor and illiterate people of the country for their political interests and divide them on the basis of their, caste, community, locality etc.

11.4.2 ECONOMIC PROBLEMS

- (i) **Poverty** : Though India is regarded as a developing country it is very badly facing the problem of poverty. Though we became independent six decades ago our society has not become free from the stranglehold of the problems such as poverty, over-population unemployment, illiteracy etc. Even today every third poor man of the world is an Indian. It means one-third of the world's poor people are found in India. More than 40% of the people were found to be living below the "line of poverty". More than 50% of Indian are not able to contribute any thing for economic productivity while just 20% of the people are enjoying more than 50% of our national income these startling facts make it abundantly clear that India is a poor country.
- (ii) **Problems of Employment** : As the result of rapid growth of population,

replacement of old technology by new one as well as the defective system of education, the problem of employment has become one of the major challenges before the Indian society. The number of educated unemployed is increasing many times more than that of creation of employment opportunities in the country every year unemployment among the youths becomes the cause of wastage of available human resources but also gives rise to many other social, economic and political problems in the country like indulging the youth in anti-social or anti-national activities, increasing in crime, drug addiction etc.

- (iii) **Corruption** : Corruption is one of the evils found in all the societies of the world. In some societies, it is more rampant than others. Unfortunately, India is regarded as one of the countries in which corruption has become very much widespread during the recent years. Corruption is like blood cancer. It has taken deep-roots in the country corruption in Indian public life is “all pervasive” and that business, bureaucrats, contractors, industrialists, entrepreneurs, journalists, teachers, doctors, nurses and politicians including MPs & MLAs, all come under suspicions. As the time moves more and more people are being swept by the move of corruption. Corruption is a complex phenomenon and various factors and forces have conspired to cause it and spread it everywhere.
- (iv) **Black Money** : “Black Money” which is often referred to as “parallel economy” or “unrecognized economy” is both as economic and social problems. It has both social and economic consequences upon society. Black money damages the economic development of the nation by hampering developmental programmes and plans. Due to tax evasion the exchequer loses huge amount of money which could have been used for developmental activities. It adds to inflation and the governmental loses its control over the economy. It contributes to economic instability.
- (v) **Low G.D.P Rate** : Low rate of GDP and high rate of inflation gives rise to many economic problems for almost all the people of the country. It widens the gap between rich and the poor and also makes the life of the underprivileged class more difficult.

11.5 FEATURES OF INDIAN SOCIETY

The main features of Indian society can be explained as follows :–

1. **Rich Cultural Heritage :** it is a matter of pride for us that India has a very rich cultural heritage which is perhaps one of the oldest cultures in the world. Some people identify the culture of India as an ocean in which the cultures of the world came and merged into it. No culture of the world which came in India could dominate, suppress or destroy the basis of Indian culture. But that became the part of Indian culture. Our culture was enriched with the help of other cultures of the world. It is perhaps an only culture in the world which is comprised of many groups and sub-groups. But that became the part of India culture. Our culture was enriched with the help of other cultures of the world. It is comprised of many groups & sub-groups. But there is an internal unit among the cultural groups of country.
2. **Based on the Ideal Philosophy :** Indian culture is based on the philosophy of idealism. The people of India have firm faith in eternal or divine moral and spiritual values of life like truth, non-violence, goodness, appreciation of beauty, respect, sense of duty, honesty and sense of sacrifice in the interest of the world. Moreover, the people of India give more importance to moral, spiritual and intellectual development and give less importance to material progress.
3. **Simple Living and High Thinking :** Simple living and high thinking is the motto of life of the Indian people. Indian people adopted every simple way of living but being intellectual and broad minded they think about the problems not for themselves but from world's point of view. Therefore, Indian culture gave rise to many saints, philosophers, social reformers, educationists who made their contribution for the progress of the world as whole.
4. **Non-Violence :** One of the most important features of Indian society is the faith in peace and non-violence. People of India are peace loving and always try to solve their problems in peaceful manner.
5. **Traditional Culture :** Indian culture is traditional one because it is one of the oldest cultures in the world. Therefore, many old customs, traditions, laws and even superstitions are the important part of India culture. Moreover, the process of social change in our country is very slow. The people of India cannot change their attitude and outlook easily and quickly.

6. **Caste Bound Social System :** Social structure of India is based on the principal of casteism. There are many castes and sub castes in Indian society which play an important role in determining the role and status of an individual in the society.
7. **Joint Family System :** One of the most important features of Indian society which is common among all castes and communities is the joint family system. Joint family is a large family where the parents with their sons and grandsons with their families live together in a common house and also share a common kitchen. They also sacrifice their interests for that large family and also make their contribution for the integrated development of the joint family.
8. **Respectable Status of Women :** In Indian society, the women enjoy a respectable status. Because they are honoured by the men and treated as daughters, sister and mother in the society according to their age. Moreover, equal rights and opportunities are also provided to the women as to the men.
9. **Wide Generation Gap :** The gap between two generations is much wider in this society than any other society in the world because the process of social change in our country is very slow. Moreover, due to the expansion of education and impact of mass-media, new generation is quite different in thinking, feelings and also in general outlook.

11.6 CHECK YOUR PERFORMANCE

- (1) Briefly explain the meaning of society
- (2) Briefly discuss the social problems of Indian society
- (3) Briefly explain the economic problems of Indian society
- (4) Briefly discuss the main characteristics of Indian society

11.7 CHECK YOUR ANSWER

- | | |
|---------|----------------------|
| For Q.1 | See paragraph 11.3 |
| For Q.2 | See paragraph 11.4.1 |
| For Q.3 | See paragraph 11.4.2 |
| For Q.4 | See paragraph 11.5 |

11.8 SUGGESTED READINGS

Author	Name of the Book
1. Bhattacharya Srinibas	Sociological Foundation of Education
2. Mathur, S.S.	Socio-cultural Approach to Education
3. Rawat, H.K.	Sociology – Basic Concepts Sociology
4. Shankar Rao, C.N.	Socio Philosophical Approach to Education
5. Taneja, V.R.	Socio-Philosophical Approach to Education
6. Viertel, John	Aspects of Sociology
7. Wallis, Wilson, D. & Wiley, M.M	Text Book of Sociology

CONSTITUTIONAL PROVISIONS OF EDUCATION**By : Dr. Mushtaq Ahmed Lone****12.0 STRUCTURE****12.1** Introduction**12.2** Objectives.**12.3** Constitutional Provisions Of Education.**12.4** Implications Of Constitutional Provisions Of Education
For the Upliftment Of the Masses.**12.5** Educational Programmes for the Upliftment of the Masses**12.6** Let Us Sum Up**12.7** Model Examination Questions [Long Answer]**12.8** Model Examination Questions [Short Answer]**12.9** Suggested Readings**12.10** Answers to Check Your Progress.**12.1 INTRODUCTION**

Dear students, in this lesson we are going to discuss various educational provisions envisaged in the Indian constitution. In pre-independence era, education was not given as much importance as it should have been given. The reason was very obvious that we were ruled by foreigners. It was on 15th of August, 1947 that we attained independence & the need for a constitution was realized. The constitution of India came into force on 26th of January, 1950. As it embodies our hopes and aspirations, it is but natural that education should find its due place in this great document. Moreover, all of us do agree with the fact that education is the heart of the democracy. No country of the world can make progress without education because it is the fundamental of all the development. Thus constitution

of India has paid special attention towards education for educating the masses of the country. A number of important provisions which have a direct or indirect bearing on education have been included in the constitution.

12.2 OBJECTIVES

After going through this lesson, you shall be able to :-

- Explain the constitutional provisions of education.
- Explain the constitutional provisions of education especially for the weaker sections.
- Explain various articles one by one, related with education.
- Explain the implications of constitutional provisions of education.
- Explain various educational programmes for the upliftment of masses.

12.3 CONSTITUTIONAL PROVISIONS OF EDUCATION

As discussed above a number of important provisions which have a direct or indirect bearing on education have been included in the constitution. There are as many as 32 articles and 28 entries in the 6th & 7th schedule of the constitution which pertain to education. But here we shall be discussing article no. 24, 29, 30, 45, and 46 only. These articles touch the following aspects of education :-

ARTICLE 24

PROHIBITION OF EMPLOYMENT OF CHILDREN IN FACTORIES ETC.

No child below the age of 14 years shall be employed to work in any factory or mine or engaged in any other hazardous employment.

ARTICLE 29

PROTECTION OF INTERESTS OF MINORITIES

1. Any section of the citizens residing in the territory of India or any part thereof having a distinct, language, script or culture of its own, shall have the right to conserve the same.
2. No citizen shall be denied admission into any educational institution maintained by the State or receiving aid out of State funds on grounds only of religion, race, caste, language or any of them. Ours is a secular country where every citizen is given equal rights. There are adequate provisions in the constitution

to safeguard the interests of the minorities. The minorities cannot be discriminated on any ground, what so ever it may be.

ARTICLE 30

RIGHT OF MINORITIES TO ESTABLISH & ADMINISTER EDUCATIONAL INSTITUTIONS

1. All minorities whether based on religion or language shall have the right to establish & administer educational institutions of their choice.
2. The state shall not, in granting aid to educational institutions, discriminate against any educational institution on the ground that it is under the management of minority whether based on religion or language.

These provisions in the constitution ensure the minorities that their special interests are safe under the constitution. It should be kept in mind that minority is recognized not only on the bases of religion but also on language, script or culture.

Secondary Education Commission as well as Indian Education Commission observed that some of the schools maintained by minorities promote unhealthy trends like disruptive tendencies and caste loyalties. Under the constitution private schools have a right to exist. Indian Education Commission wants an effective control over these institutions in the interest of quality of education and national integration.

ARTICLE 45

PROVISION FOR FREE AND COMPULSORY EDUCATION FOR CHILDREN

“The state shall endeavour to provide within the period of ten years from the commencement of this constitution for free and compulsory education for all children until they complete the age of 14 years.” The state here means, as defined in article 12, the government and the parliament of India, and the government and the Legislature of the States and all local and other authorities within the territory of India.

Thus it is a joint responsibility of the centre and state Government, local bodies and voluntary organisations aided and funded by government to provide free elementary education to all the children who fell in the age-group of 6- 14 years. This objective was to be achieved within the period of ten years i.e. by 1960. But till date we could not achieve this.

ARTICLE 46

EDUCATION OF THE WEAKER SECTIONS OF THE PEOPLE

“The state shall promote with special care educational and economic interests of the weaker sections of the people, & in particular, of the scheduled castes & scheduled tribes and shall protect them from social injustice and all forms of exploitation.”

The weaker sections of the people include not only the scheduled castes and the scheduled tribes, but also include women. Consequently the development of education of girls and women becomes a special responsibility of the Govt. of India. The handicapped children are a weaker section of the people. Their education & improvement thus becomes a responsibility of the federal Government under article 46 of the constitution.

The weaker sections of the people also means people in those areas where economic and cultural development lags behind. This article, therefore, makes it a responsibility of the Govt. of India to bring about an equalization of educational opportunities in all parts of the country, and to that end, to give special assistance to the backward areas or states.

CHECK YOUR PROGRESS : 1

Note : (a) Write your answers as instructed.

(b) Compare your answers with those given at the end of the lesson.

(A) Fill in the blanks.

1. The constitution of India came into force on January 26, _____
2. Article _____ prohibits employment of children in factories.
3. Article _____ protects the interest of the minorities.
4. Article _____ deals with education of the weaker sections of the people.

(B) Explain in brief Article 45 of the Indian constitution.

12.4 IMPLICATIONS OF CONSTITUTIONAL PROVISIONS OF EDUCATION FOR THE UPLIFTMENT OF THE MASSES

Education is the most important agency of social change, mobility and modernization. There are many programmes which have been suggested for the socially, culturally and economically deprived sections of the society. But before discussing these programmes, let us discuss the implications of various articles one by one :-

1. Article 24 prohibits employment of children in factories. If no child below the age of 14 years shall be employed to work in factories or mine or anywhere else, then the parents will have no other option than to send their children to schools. In this way it will pave the way for universalization of primary/ elementary education.
2. Article 29 deals with protection of interests of minorities and article 30 deals with right of minorities to establish and administer educational institutions of their choice. In India we have a large number of minorities. If these minorities do not feel secure, then the secular image of India will be shattered. So these articles provide guarantee to these minorities that no discrimination will be made with any section of citizens residing in any part of India on the basis of language, culture, religion, race, caste, etc. They will have the right to establish and administer educational institutions of their choice. It is because of these articles that the majority and the minority communities have due regards for one and another and are living peacefully.
3. Article 45 provides for free and compulsory education for children in the age group of 6-14. According to this article, the state shall endeavour to provide elementary education. But after constitutional amendment, the word endeavour has been removed and now it has become obligatory on the part of state. This article aims at bringing awakening among the masses. Everyone knows that an illiterate man lives an inferior life. We are living in a democratic country and democracy cannot survive on millions of illiterates. It is not freedom but education that makes a nation great. An educated person is a better citizen, better worker, and an eager learner.
4. Article 46 deals with promotion of education of the weaker sections of the people - scheduled castes, scheduled tribes, women, handicapped children

and the children of the people who live in backward areas. This article shows sincerity of the government. The constitution makes it an obligatory responsibility of the Govt. of India to promote the educational interests of the weaker sections of the people. We are doing a lot for their education. Some special institutions are there for them. Reservation is there for them. Women education is also attached great significance.

12.5 EDUCATIONAL PROGRAMMES FOR UPLIFTMENT OF MASSES

Following educational programmes are suggested for bringing about socio-economic upliftment of the masses :-

- 1. Universalization of Primary Education :** Universalization of primary education assumes utmost importance in this context. As per article 45, we in India are committed to achieve this target of providing education to all the children in the age group 6-14. In order to achieve it following steps will be taken :-
 - (a) Parents will have to be educated. Social/adult education programmes may be intensified in backward areas.
 - (b) Special enrolment target has to be fixed for SC, ST and other backward classes by the State Govt.
 - (c) Economic assistance will have to be given. Scholarships, mid-day meals, free books etc. should be provided.
 - (d) Social orthodoxies will have to be ended.
 - (e) Special incentives will have to be given to girl's education.
 - (f) Maximum number of schools will have to be opened.
 - (g) Non-formal education will have to be provided.
 - (h) School curriculum will be made functional according to the needs of the deprived children.

- 2 Secondary Education :** Secondary education, being backbone of the whole educational system, needs to be paid special attention. Following steps should be taken for the socially & economically deprived sections of the society:
 - (a) Provision of schools, hostel facilities and scholarships should be greatly expanded.

- (b) Suitable vocational courses should be introduced.
- (c) Special vocational schools should be opened and organized.
- (d) Special counselling cells should be created in all higher secondary schools.
- (e) Secondary education should be related with productivity and creativity so that learning and earning can go side by side.

3. Higher Education : Most of the students of the deprived sections seek admission in vocational and technical courses after completing secondary education. Bright students are interested in higher education or higher jobs in medical, engineering, civil or agricultural fields. To help such students, it is essential to streamline the programme of scholarships instituted by the Government. In this connection, the following steps should be taken into consideration;

- (a) There should be no tuition fee.
- (b) Provision of vocational institutes, hostel facilities and scholarships has to be expanded.
- (c) Special coaching facilities should be provided to the talented and bright students for placement in proper institutions.
- (d) Special preference should be given to vocational and technical courses including those at Industrial Training Institutes and Polytechnics.

4. Adult Education and Continuing Education : Any programme for the education of deprived sections of society must include effective programme of adult education and continuing education. Adult education centres are to be set up in large number in rural and backward areas. The mass literary programme would include literacy, functional knowledge and skills & also awareness among people about the socio-economic reality. This awareness may become a motivating and compelling force for the disadvantaged people to become serious about their welfare & the welfare of their children.

Continuing education is being adopted. Some universities and institutions now have departments or institutes to organize such a programme. Mass media agencies take films, radio, television and newspapers should try their utmost to create favourable public opinion in country so that the social and educational development of the people of deprived sections of the society can take place effectively.

5. **Teacher Training Programmes :** In order to meet the challenges of educating the deprived sections of the society, teacher training programmes should be redesigned and reoriented. Better education can only be expected from trained teachers. They must be trained to devise strategies and methods to be adopted in the class room to suit the abilities of the socially backward. For this purpose, special seminars, workshops and conferences and refresher courses with follow- up programmes should be organized every year. In this way we have to keep our teaching community fully trained to meet the challenges in the field of education.

CHECK YOUR PROGRESS : 2

1. Explain in brief implications of Article 29.
2. Explain in brief implications of Article 45.
3. Explain in brief any two programmes for the upliftment of masses.

12.6 Let Us Sum Up : In this chapter we have discussed constitutional provisions, which deal with the education of the masses. These provisions provide adequate opportunities to all the Indian citizens irrespective of caste, colour, creed, sex, religion, race or place or birth. All the deprived sections of the society- scheduled castes, scheduled tribes, backward classes, handicapped and including other weaker sections, have been paid special attention. Sufficient suitable technical courses have been introduced through networks of Polytechnics, Technical Schools, ITIs, besides other Professional Colleges and Institutes. These constitutional provisions of education have great implications for the socio-economic upliftment of the masses.

12.7 MODEL EXAMINATION QUESTIONS (LONG ANSWER)

- Q.1.** Discuss various constitutional provision of education.
- Q.2.** Discuss the implications of the constitutional provisions of education for the socio-economic upliftment of the masses.

12.8 MODEL EXAMINATION QUESTIONS (SHORT ANSWER)

- Q.1.** Explain Article 24 of the Indian constitution.
- Q.2.** Explain Article 29 and 30 of the Indian constitution.
- Q.3.** Explain the implication of Article 45 of the Indian constitution.

12.9 SUGGESTED READINGS

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- (3) Sharma K Yogendra (2004) History and Problems of Education Kanishka Publisher and Distributors New Delhi 110002
- (4) Sharma R.N and P.K(2004) History of Education of India, Atlantic Publishers and Distributors, New Delhi 110027
- (5) Walia J.S (2005) Foundations of Education Paul Publisher N.N –11, Gopal Nagar, Jalandhar City Punjab.

12.10 ANSWER TO CHECK YOUR PROGRESS

{1}	A	1	1950
		2	24
		3	29
		4	46
	B	Refer 12.3	
{2}		Refer 12.4	

EDUCATION AND NATIONAL INTEGRATION**By : Dr. Mushtaq Ahmed Lone****13.0 STRUCTURE****13.1** Introduction**13.2** Objectives**13.3** Meaning and Concept of National Integration**13.4** Meaning and Concept of Emotional Integration**13.5** Barriers in the way of achieving National Integration**13.6** Role of Education in achieving National Integration**13.7** Let Us Sum Up**13.8** Model Examination Questions (Long Answer)**13.9** Model Examination Questions (Short Answer)**13.10** Suggested Readings**13.11** Answers to Check Your Progress**13.1 INTRODUCTION**

It has been observed that several problems are created in a country after it attains independence. One of the important and complicated problems is that of national integration. No nation can survive if the people belonging to it are not prepared to sacrifice their all for its welfare. Some people opine that national integration is the need of the hour. But it is not correct because we know that people belonging to different faiths & creeds live in India, it is nothing but natural that there may arise differences among them. **So it is the need of every time.**

13.2 OBJECTIVES

After going through this lesson you should be able to;

- Explain the meaning and concept of national integration.
- Explain the meaning and concept of emotional integration.
- Explain the various barrier in the way of national integration
- Discuss the role of education in national integration.

13.3 MEANING OF NATIONAL INTEGRATION

The term integration means to have a feeling of unity or oneness. Therefore, we can talk of national integration, we mean that it is the feeling of oneness at the national level. National integration, most simply and briefly means national unity. It is the unity in diversity. It means unifying all the forces in the country so as to give the idea of **One Nation**. A nation is integrated to the extent to which its people are united in matter of national interest and importance.

When all the citizens of a country, irrespective of their caste, colour, creed, race, culture or language, get united to act as a cohesive force, it is called national integration. National integration is not an idea but is an action taken collectively in the interest of the nation.

National integration involves the sentiment of nationalism, the feeling of oneness, common ideals of life & a common code of behaviour. National integration means a heaven of freedom, where the world has not been divided into fragments by narrow domestic walls.

SOME IMPORTANT DEFINITIONS OF NATIONAL INTEGRATION ARE :

- (1) **Hamayun Kabir** : “Nationalism is that which depends on the we feeling towards the nation.”
- (2) **Dorothy Thompson** : “National integration is a feeling that binds the citizens of a country.”

In the light of above discussion, we can conclude that national integration means oneness of India and Indians, despite the fact that we belong to various regions, speak different languages and have faith in different religions. It means feeling of oneness. **“We feeling” rather than “I feeling”**.

13.4 MEANING OF EMOTIONAL INTEGRATION

It will not be an exaggeration if we say that complete national integration cannot take place without emotional integration. Emotional integration basically means unity of thoughts and feelings of all the citizens of a country. Pt. Jawhar Lal Nehru has said “By emotional integration, I mean the integration of minds and hearts, the suppression of feelings of separatism.” Emotional integration is an essential condition and basis for national integration because sense of oneness is developed among the people of a country through training of mind and heart. In brief, we can say that perfect national integration cannot take place without emotional integration.

CHECK YOUR PROGRESS : 1

1. What do you mean by national integration?
2. Explain the term emotional Integration?

13.5 BARRIERS/OBSTACLES IN THE WAY OF NATIONAL INTEGRATION:

A unified India has the dream of the men who sacrifice their lives for freedom of our country. But there are quite a good number of obstacles, which are coming in its way. These obstacles do not arise in those countries where there is only one culture, one language or one religion prevailing. But in India because of diversity of religions, castes, cultures and languages, there are many obstacles which come in its way.

SOME IMPORTANT OBSTACLES/HINDRANCES ARE AS UNDER :

1. **Illiteracy :** India is a country, which has large percentage of illiterates. The larger percentage of the illiteracy is considered responsible to misdirect the emotional feelings on one side & on the other hand it results in developing negative tendencies restricting national and emotional integration
2. **Vastness of the country :** Our country has an area of 3.6 million square kilometers and is one of the biggest countries of the world. It has a population of nearly one hundred ten crores distributed unevenly. A country with such a vast expanse and diverse resources at times may also lead to weakening of national consciousness.
3. **Historical background :** Since ancient times, religious and political leaders have tried to understand India as one cultural and historical unit. But it is also a historical

fact that in India, different states had been waging wars against each other. Historically north had been a solid unit and in south efforts for independent existence have continued and they have been successful too.

4. **Partition of the country :** The whole of the India was divided in 1947 in two nations— Bharat and Pakistan. The criterion of partition was that Muslim majority area was given to Pakistan and Hindu majority areas were given into the hands of India. Some non-muslims are there in Pakistan and some muslims are there in our country. Since this partition was religion based, so the feelings of hatred are there in between these communities, which have adverse effect on our nation.
5. **Presence of so many religions :** Many religions are followed in India- Hinduism, Islam, Sikhism, Buddhism, Jainism, Christianity, and Judaism. In each religion there are a number of sects and sub-sects. Such as there are mainly two sects in Islam- Shias & Sunnies. Then there are different sub-sects among these sects. Same is the position of the other religions. The ideological differences among different religions & the sects of different religions inspire the followers to translate these differences into action & then enmity among them is created. Moreover, the communal clashes take place between majority and minority communities.
6. **Caste differences :** There are a number of castes and hundreds of sub-castes found in India. It is the greatest curse for our national unity. It is still wide spread in different forms. Harijans are still treated as a lower class in many places. There are even conflicts between Shias & Sunnies. The demon of casteism comes in its true colour during elections. The candidates are always selected for the political battles keeping in view the castes of the voters. Even the voters also prefer to vote for a candidate who belongs to their caste. The candidate so selected, therefore, looks to the welfare & interests of his own caste while others show great resentment.
7. **Provincialism :** Another danger to national integration is provincialism or regionalism. It springs from the same sentiments which work behind communalism. It is a sad reflection on our national character that we work on the belief that north is north and south is south; never the two shall meet. Provincialism is visible in every walk of our life – services, business, education etc., Today a Punjabi has a low opinion of a Himachali, a Bihari of a Bengali, a Bengali of a Tamilian. It disturbs national unity.

- 8. Diversity of languages :** We speak so many languages in India & out of them 20 have been formally included in the schedule of our constitution. When our constitution came into force, Hindi was adopted as National language & English as an official language. It was also affirmed that efforts will be made to popularise Hindi as an official language & lingua franca within 15 years. But even after 58 years of framing of constitution, this goal could not be achieved. People of some states are not willing to accept any language but their own. The South cries” DOWN WITH HINDI IMPERIALISM”.The Hindi speaking people have the slogan “BOYCOTT ENGLISH LANGUAGE ANYWHERE & EVERYWHERE”. “MY LANGUAGE, GOOD OR BAD” is a national discredit. National unity is fast yielding to linguism which is creating barriers in the social groups & various communities.
- 9. Cultural disparities :** India is a land of so many cultures & mostly these are contradictory to each other. As such there is little chance of achieving any unity among them. Some people protect birds & animals & some kill them to be used as food. Some people bury dead bodies & there are some others who cremate dead bodies by burning & throwing the ashes into the river. There are many other differences which are found in various cultures. Since culture is related to customs & traditions, cultural differences will necessarily divide the society.
- 10. Economic disparity :** There is so much economic disparity that some people starve or go without food for a number of days while others are rolling in wealth. These poor people easily become victims of propaganda & if some agents of some external powers show them the pictures of their bright future, they may go to any extent to disintegrate their nation. The bad economic conditions always breed anti-national elements & bring about the worst sort of disruption, division & disunity in the country.

SOME OTHER IMPORTANT POINTS

11. Corruption
12. Unfair selection in public jobs,
13. Unworthy political & social leadership.
14. Unemployed frustrated youth.
15. Lack of social sense.
16. Lack of vision in education.

CONCLUSION : We must realize these serious challenges & take possible essential steps to curb these tendencies if we wish to retain our hard-won freedom. National integration is the only hope for future progress of all kinds.

CHECK YOUR PROGRESS : 2

1. Enlist various obstacles in the way of National Integration.
2. Explain in brief any two obstacles in the way of National Integration.

13.6 ROLE OF EDUCATION IN PROMOTING NATIONAL INTEGRATION

If we want to make India a united & powerful country, education can & should do a lot in this respect. Education can mould and condition the behaviour of citizens in a comprehensive manner. Education is a great weapon against the evil forces which bring the country to the verge of national disintegration. But the thing which we have to keep in mind is that education has to be organised & that to with clear-cut objectives. **Dr.Radhakrishnan** beautifully remarked, ‘**National integration cannot be built by brick & mortar; it cannot be built by chisel & hammer. it has to grow silently in the minds & hearts of men. The only process is the process of education.**’ Education had been, education is & education will remain a strong instrument in bringing national integration. No one can deny its significance. Its role can be discussed under the following headings:-

1. **National system of education :** If education is to justify its role in establishing national integration in the country, we must have a uniform national system/pattern of education from primary to university level throughout length & breadth of the country. In such a system it should be ensured that students are admitted in the educational institutions on the basis of their intelligence & not on the basis of caste, colour, creed etc., Educational institutions where discriminatory attitudes are encouraged, should not be given recognition. Scholarships should be given on the basis of the ability & financial position of the students. Moreover, no restriction should be imposed on the migration of students from one state to the other.
2. **Text books :** All the textbooks that are taught in schools & colleges should be scrutinized. If there is any dominance of any particular culture or religion, it should be reduced to parity. India belongs to all its citizens, not to some groups or religions.

If there is any anti-national element in any text book, it should be removed after scrutiny.

3. **National festivals :** Masses should be motivated to participate in national festivals. These festivals should be organized by government agencies and NGO's & educational institutions. Indian freedom fighters should be remembered on regular basis & their anniversaries should be celebrated by doing more work not by holidays.
4. **National history :** National history should be taught to develop a deep historical understanding in the students. History should reveal India's unity in diversity, diversity of religions, languages, customs, social characteristics, etc., In history books all rulers should be treated only as rulers and not as the representatives of any particular community.
5. **Daily assembly :** It is suggested that in schools and colleges, there should be ten minutes talk by the head of the institution or some senior teacher or some distinguished visitor after the roll call. These talks may include some extracts from speeches of well known personalities, ancient or modern. Quotes of political leaders & spiritual heads should form a part of it.
6. **National anthem :** It should be recited every day before the commencement of school work & the students should also be made familiar with its meaning. Competent translation of the anthem should be made in all the regional languages.
7. **National flag :** Importance of national flag should be discussed. Rules to be followed on the occasion of flag hoisting ceremony should also be discussed.
8. **Tours :** Tours from one state to another should be undertaken in increasing number for students as well as teachers. These inter-state visits, if properly organised, will do much to acquaint both teachers and students with different parts of our country. It will provide an opportunity to come closer to the people living in other parts our country.
9. **Debates and dramas :** Dramas, debates, discussions & other cultural activities advocating national character of Indian society should be organised across the country. Mass media can play a significant role here but it is possible only when people associated with these activities are especially trained by education. If the editor of a newspaper is a narrow-minded, if not anti-national, his attitude will surely

be reflected in his newspaper. So first of all, prepare nationalist editors, then we should expect something positive from mass media.

- 10. Three language formula :** Formula of Hindi as national language, English as an official language & one regional language should be strictly followed in all Govt. & private schools.
- 11. Games & sports :** Games & sports should be organised on inter-state basis to boost healthy competitions & channelization of the energy of the youth for creative purposes.
- 12. National language :** Students & teachers should make much use of national language in their everyday life and various activities of the school. It will help in developing feeling of nationalism and emotional understanding in them.
- 13. Cultural exchanges :** Cultural exchanges are also useful in promoting national integration.
- 14. Inter-state and inter-caste marriages :** If these marriages are encouraged, these will definitely promote national and emotional integration. It may be noted here that Madras Government encourages this by giving financial aid and other privileges for the Inter-caste marriages.
- 15. Religious and moral education :** History stands testimony to the fact that more blood has been shed in the name of religion than anything else. But it is also a fact that no religion teaches violence and hatred. Religious harmony is a must for national and emotional integration. Religious and moral education should support moral character, train emotions, inculcate tolerance, honesty, truthfulness and oneness of God.
- 16. Teacher's role :** Success of most of these programmes for increasing national unity depends upon teachers. As long as the teachers themselves do not rise above their petty narrow mindedness, casteism, regionalism, communalism, there is little hope of the students developing any national unity. So it is essential that this feeling should be developed among the teachers first. Only then they can discharge their duties successfully in this area.

CHECK YOUR PROGRESS : 3

1. Discuss the role of Education in promoting National Integration.
2. Explain any two points of role of education in promoting National Integration.

13.7 LET US SUM UP

Dear students, in this chapter we have discussed the concept of national & emotional integration & various barriers/obstacles which are coming in its way. We have also discussed various ways & means which can be taken to bring national & emotional integration. This topic is of crucial importance for us. If India has to remain united as one nation, we have to develop the feeling of oneness among its citizens & remove all the barriers coming in its way. There is threat to our national unity not only from outside but also from within. There is one & only one instrument which can come to our help i.e., EDUCATION.

13.8 MODEL EXAMINATION QUESTIONS (LONG ANSWER)

1. Discuss various obstacles/barriers which are coming in the way of national integration?
2. How education can help us in achieving National Integration?
3. Discuss in detail the role of education in the promotion of National Integration?

13.9 MODEL EXMINATION QUESTIONS (SHORT ANSWER)

1. What do you mean by NATONAL INTEGRATION?
2. What do you mean by EMOTIONAL INTEGRATION?
3. Enlist various obstacles in the way of NATIONAL INTEGRATION?
4. Explain any two problems coming in the way of NATIONAL INTEGRATION?
5. Explain in brief any two points of role of Education in NATIONAL INTEGRATION?

13.10 SUGGESTED READINGS

1. BHATIA & BHATIA (1989): Theory & Principles of Education, Doaba House, Delhi.

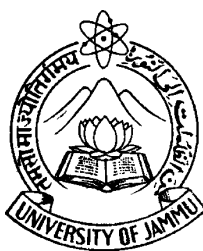
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4. RAI B.C. Sociological & Approach to Education in the Emerging Indian Society, Vinod Publications, Ludhiana-141008.
6. WALIA, J.S. Principles & Methods of Education, (1983) Paul Publications, Jalandhar.

13.11 ANSWERS TO CHECK YOUR PROGRESS

- (1)
 1. Refer 13.3
 2. Refer 13.4
- (2)
 1. Refer 13.5
 2. Refer 13.5
- (3)
 1. Refer 13.6
 2. Refer 13.6

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