

F-2.1 SOCIOLOGICAL BASIS OF EDUCATION

COURSE CONTENT

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FOR HINDI MEDIUM STUDENTS(follow the link below)

Paper 1 (<http://gurukpo.com/philosophical-sociological-foundation-of-education/>)

Unit-I: Education and Sociology

a) Concept, nature and relationship between education and sociology.

INTRODUCTION

The man is born in society and has to develop his personality in the society .According to Ross "Individuality is of one value and personality is a meaningless apart from social environment. In the social environment individual interact with forces which influences him and he also influence the society.An individual can learn very little by himself. In his learning society contribute very significantly.Man lives in the society ,acquires socialization through his contact with family ,his relatives ,friends. He learns basic things with mutual behaviour through this contact. If individual is left alone without any companions and society then his learning will not take place, therefore for education the presence of other people ,means society is very necessary. Education and society are interdependent and complimentary to each other .No educational system can be understood without looking at the canvass of society. Society can never progress without the sound system of education .Education should enable the pupil to be a useful member of society.

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

MEANING ,NATURE OF EDUCATIONAL SOCIOLOGY

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

point of view.

MEANING OF SOCIOLOGY:

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

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

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

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

4) According to Duncan :-“ Sociology is the scientific study of the processes of interactions of Persons”.

5) E.Durkheim explain :-“sociology as the science of collective representation”

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

MEANING OF EDUCATIONAL SOCIOLOGY

Educational sociology is a new branch of sociology. It studies the relationship between education and society and deals with the problem of relationship between education and society. Educational sociology means Education through sociological point of view. A subject made by co-relation of education and sociology is called educational sociology. Educational sociology is said to be the study of principles of sociology as applied to the theory and practice of Education. It is new science which applies sociological

principles to the whole process of education. Educational sociology utilizes total educational interaction which helps in the personality development of the individual so that he becomes a better social being. This science emphasizes the progress of the society through medium of education. The educational sociology also tries to search a suitable solution for problems related to society and education. This science throws light on different institutions and on those social interactions which are of great importance in educational process.

1)Brown: All education proceed by the participation of the individual in the social conciousness of the races.

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

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

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

NATURE OF EDUCATIONAL SOCIOLOGY

Educational sociology is not limited to specific nature or specific period .Its nature is of universal type. Educational sociology is not merely theoretical .it does not merely study the forces of interaction between the individual and a society or group but it is also practical because besides studying interacting forces it tries to regulate and control the interacting forces. Role of educational of sociology is to find out ways and means to manipulate the educational process to achieved better personality development and thus obtain better social control .The society has made some rules to have continuity in society to maintain stability ,to protect the things that help working and to establish discipline . for preserving traditions values and customs educational sociology is necessary . Educational sociology is the subject of constant and dynamic interaction of the individual and his cultural environment ,it enables us to understand the child from the point of view of social

milieu. Educational sociology evolved as a discipline designed to prepare educator for their future tasks. It uses the results of sociological research in planning educational activities and in developing effective methods of realizing these plans.

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

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

RELATIONSHIP OF SOCIOLOGY AND EDUCATION

Sociology of education is one of the most recent sub area of sociology. Although early educationist like **Socrates, Quintilian, Alebard, Pestalozzi, Froebel and Thomas Arnold** have stressed upon the social aspects of education in their speeches and writings, yet it was only towards the close of the 19th century that a formal study of sociology of education began to give interest by educationists and sociologists.

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

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

process.

Features of Sociology of Education:

- * Sociology of education is conceived as a branch of pure discipline of sociology, not of education.
- * Sociology of education is not a technology of education (**Brookover**)
- * The sociologist of education starts his analysis from the point of view of the society as a whole, while the educational sociologist starts with the school and expands his analysis outward (**Mercers and Carr**).
- * Sociology of education is concerned with the relationship between education and society (**Hensen**).
- * Sociology of education would be an essential component of the effort toward general empirical theory, while an Educational Sociology would be an essential part of the effort to establish action prescriptions and normative theory (**Hensen**)

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

- * It will not include all of sociology simply because sociology is good training for teachers.
- * It is not technology of education. That is, it is not applied sociology.
- * Sociology of education is the scientific analysis of the educational system.
- * Any adequate sociology of education must present hypothesis concerning such human relation which will provide the body of theory to be tested in research.

Sociology and Education as two branches of knowledge, concerned essentially with man and his life .Relationship between sociology and education has always been a subject of debate.Education and sociology are mutually interrelated and interdependent disciplines. They are so closely intertwined and interconnected that their subject matter and method of study are often overlapped to a great extend. All societies have their own ways and means of meeting this need .Education as a process has come to stay as an effective means of meeting this need. Education does not only transmit the past cultural heritage ,it is meant to help in the reconstruction of our modes of living .It may help in developing new social patterns in the areas of health, leisure, vocation and family life. Reconstruction and

adaptation are necessary but of scientific developments ,industrialization and technological advancements,which are disturbing the urban as well as rural pattern of living. The relationship of education and sociology can be cleared through following points.

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

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

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

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

Educational sociology and curriculum :

According to educational sociology, Curriculum is organized so that it may help in achievement of social aims. The social progress of the society and the nation depends upon the curriculum in the schools and colleges .due to this reason the sociologist consider it is essential to organize the curriculum carefully and properly. In the word of eminent

educationist, "Education is not to be confined to the study of a few subjects alone is to be present any epitomized study of the diversified social life.

Following sociological principles should be kept in view while construction curriculum

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

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

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

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

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

☐☐The stress should be on a futuristic social change rather than bringing immediate change in individuals behaviour.

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

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

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

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

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

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

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

Educational sociology and Method of teaching :

Educational sociologists advocate the use of project method, socialized techniques, group discussion and techniques of group dynamics. They also encourage co-operative learning, problem solving and democratic method of teaching. Those educational methods are good which give knowledge to the individual, which will enable the students to adapt and adjust to different social situations. Sociology gives importance to group methods of teaching. Methods which are able to develop democratic attitude among children should be the good method of teaching.

according to sociological point of view

☐☐ The method of instruction is effective only when the skill and knowledge acquired in the classroom are actually used by the individual in the adjustment to social situation. An individual should be able to achieve social correlation by use of knowledge and skill received in the school.

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

☐☐ The method of teaching should make use of all possible social resources and social operative force in the social life in order to develop the capacity in every individual for social adjustment.

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

☐☐ Sociologists suggest that teaching should be done through cultural and social programs.

☐☐ In teaching teacher will develop problem solving and constructive thinking. For this socialized techniques, project and group methods fulfill most of the conditions.

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

Educational sociology and Teacher :

Teacher should be committed to society. He should know the main institutions and powers that mainly influence a student. He should know the instruments of social

development ,available in extramural environment .He should have capacity to use this knowledge in school Education. A teacher should know about the process of socialization among students ,The method of interaction and programs for social development.

EDUCATION AS A PROCESS OF SOCIAL SYSTEM AND SOCIALIZATION

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

EDUCATION AS A SOCIAL SYSTEM :

The education system is composed of many distinct sub-system or parts ,each with their own goals. Together these parts makeup a functioning whole .Each part id dependent on the other for smooth functioning .

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

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

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

As a social system education has a formal and informal structure ,the formal structure refers

to the role and function of the administration. The informal system refers to its social relationship that helps the organization to function.

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

According to Getzels ,social system model is best suited for education system, because it emphasize on process of synthesizing the society with its culture ,values, socioeconomics, political system with the need of the individuals. Every school member ,student ,teacher ,head, and other staff play their important roles towards achieving the educational goals .in

school teacher manages his classroom , interact with students and the environment, he carries all responsibility required for his positions. in school different activities are organize, all the activities are influence by society's culture ,policies, values and are undertaken by the individual as part of social process .so the success of the individual and the organization are based on factors like expectations ,need , satisfaction,role and goal. Within the education system the school has certain roles and expectations that are designed to fulfill the goals of the system. Each school consists of individuals with certain personalities and need whose interaction make up what is commonly known as social behaviour. Education system is also under pressure from the community members to take over greater roles in child care program.

Each society has certain goals for its educational system that are put in to practice in school and classroom .in the school the stated goals must be translated in to action .members of the educational organization holding different roles ,teachers and administrators desire high quality education but they also have personal motivation .schools bring peer together in

classroom and for other school related activities. Thus group sub-culture flourish in school .school plays an important part in helping diverse individuals to see themselves as citizens and therefore to internalize skills.

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

b) Socialization: role of family, peer and school.

WHAT IS SOCIALIZATION?

- Social health means the same as social order, and is guaranteed when nearly everyone accepts the general moral values of their society. Hence structural functionalists believe the aim of key institutions, such as education, is to socialize children and teenagers.
- Socialization is the process by which the new generation learns the knowledge, attitudes and values that they will need as productive citizens.
- Although this aim is stated in the formal curriculum,it is mainly achieved through the hidden curriculum,a subtler, but nonetheless powerful, indoctrination of the norms and values of the wider society.
- Students learn these values because their behavior at school is regulated until they gradually internalize and accept them.

AGENTS OF SOCIALIZATION:

- **The Family**
 - ü The family is the most important agent of socialization because it is the center of the child's life, as infants are totally dependent on others.

- ü Not all socialization is intentional, it depends on the surroundings.
- ü The most profound affect is gender socialization; however the family also shoulders the task of teaching children cultural values and attitudes about themselves and others.
- ü Children learn continuously from the environment that adults create.
- ü Children also become aware of class at a very early age and assign different values to each class accordingly.

Religion

- ü Agents of socialization differ in effects across religious traditions.
- ü Some believe religion is like an ethnic or cultural category, making it less likely for the individuals to break from religious affiliations and be more socialized in this setting.
- ü Parental religious participation is the most influential part of religious socialization—more so than religious peers or religious beliefs.

- Peer group

- ü A peer group is a social group whose members have interests, social positions and age in common.
- ü This is where children can escape supervision and learn to form relationships on their own.
- ü The influence of the peer group typically peaks during adolescence however peer groups generally only affect short term interests unlike the family which has long term influence.

- **Economic systems**

- ü Socialization within an economic system is the process of learning the consequences of economic decisions.

- ü Socialization impacts decisions regarding “acceptable alternatives for consumption,” “social values of consumption alternatives,” the “establishment of dominant values,” and “the nature of involvement in consumption”.

Legal systems

- ü Children are pressured from both parents and peers to conform and obey certain laws or norms of the group/community.

- ü Parents’ attitudes toward legal systems influence children’s views as to what is legally acceptable.

- ü For example, children whose parents are continually in jail are more accepting of incarceration.

Language

- ü People learn to socialize differently depending on the specific language and culture in which they live.

- ü A specific example of this is code switching. This is where immigrant children learn to behave in accordance with the languages used in their lives: separate languages at home and in peer groups (mainly in educational settings).

- ü Depending on the language and situation at any given time, people will socialize differently.

Mass media

ü The mass media are the means for delivering impersonal communications directed to a vast audience.

ü The term media comes from Latin meaning, “middle,” suggesting that the media’s function is to connect people.

ü Since mass media has enormous effects on our attitudes and behavior, notably in regards to aggression, it is an important contributor to the socialization process.

ü According to [Denis McQuail](#) “the media can teach norms and values by way of symbolic reward and punishment for different kinds of behavior as represented in the media. An alternative view is that it is a learning process whereby we all learn how to behave in certain situations and the expectations which go with a given role or status in society.”

EDUCATION AS A PROCESS OF SOCIALIZATION

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

SOCIALIZATION

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

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

□ □ Socialization is process ,through this process an individual learn kind of behaviour ,values and other's expectations.

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

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

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

Most important function of school is preservation of culture and civilization, every society has own customs, convention ,traditions ,norms , art, religion, which has inherited from ancient period, in this process of socialization school help us to hand over the cultural values and behaviour patterns of the society to his young generation.in this process of socialization student acquire the knowledge of cultural values and different norms of the society.Through education students get knowledge of 3R's i.e. Reading, writing and arithmetic which help students to work skillfully in day to day life and live happily in the society. It is a only school education which convert these 3R's in to 7R's i.e Reading, writing and arithmetic relationship, responsibilities ,recreation and reorganization .only through school education students make familiar about social responsibilities as social being. school provide democratic climate which helps student to acquire democratic norms .Students learn how to live with democratic norms and how to behave with each other which help in the process of socialization. School education is a process of living through continuous reconstruction of the individual which enable students to control his environment and fulfill possibilities. School encourages students to participate in various kind of co-curricular activities, these activities help students to develop leadership among themselves. The school provides social environment before children by organizing community work, social service camp and social functions and annual functions ,so that all the social norms and values namely sympathy ,co-operation, tolerance ,social awareness in them, thus school develops social dealing in all children.

In the light of above discussion we can say that school has special significance in the socializationprocess .education is a continuous and dynamic process ,which develops

thinking and reasoning ,problem solving, skills ,cultural values, democratic values ,adjustment among thestudents to behave properly in the society ,this shows that education as a process of socialization.

c) Social mobility and education.

WHAT IS SOCIAL MOBILITY?

- **Social mobility** is the movement of individuals or groups of people in social position.
- It may refer to classes, ethnic groups, or entire nations, and may measure health status, literacy, or education.
- More commonly it refers to individuals or families, and their change in income or wealth (economic mobility).
- It also typically refers to vertical mobility—movement of individuals or groups, up or down from one socio-economic level to another often by changing jobs or marriage.
- In addition it can also refer to horizontal mobility—movement from one position to another within the same social level.
- Social mobility can be the change in status between someone (or a group) and their parents/previous family generations (“inter-generational“); or over the change during one’s lifetime (“intra-generational”).
- It can be “absolute” i.e. total amount of movement of people between classes, usually over one generation (such as when education and economic development raises the socio-economic level of a population); or “relative” which is an estimation of the chance of upward or downward social mobility of a member of one social class in comparison with a member from another class.
- A higher level of intergenerational mobility is often considered a sign of greater fairness, or equality of opportunity, in a society.
- Mobility is enabled to a varying extent by economic capital, cultural capital (such as higher education), human capital (such as competence and effort in labour), social capital (such as support from one’s social network), physical capital (such as ownership of

tools, or the ‘means of production’, and symbolic capital (such as the worth of an official title, status class, celebrity, etc.).

- Absolute mobility measures whether (and by how much) living standards in a society have increased—often measured by what percentage of people have higher incomes than their parents.
- Relative mobility refers to how likely children are to move from their parents’ place in the income distribution.
- The more absolute mobility, the better off the population is than their parents, and their children will consequently be better off than them.
- Relative mobility refers to the fluidity of a society. In other words, if one person moves up in relative terms, another by definition must have moved down.

sadbhavna

ABSOLUTE AND RELATIVE MOBILITY

Sociologists can classify social mobility as:

- **Vertical mobility:** the movement of individuals and groups up or down the socioeconomic scale. Those who gain in property, income, status, and position are dubbed “upwardly mobile”, while those who move in the opposite direction are “downwardly mobile”.
- **Horizontal mobility:** the movement of individuals and groups in similar socio-economic positions, which may be in different work-situations. This may involve change in occupation or remaining in the same occupation but in a different organization, or may be in the same organization but at a different location.
- **Lateral mobility:** geographical movement between neighborhoods, towns or regions. Modern societies exhibit a great deal of geographical mobility. Lateral mobility is often combined with vertical as well as horizontal mobility.

EDUCATION AND SOCIAL MOBILITY

“No man should bring children into the world who is unwilling to persevere to the end in their nurture and education. If a man neglects education, he walks lame to the end of his life. The direction in which education starts a man will determine his future in life.” Plato

- It has been argued that high rates of education are essential for countries to be able to achieve high levels of economic growth.
- Empirical analyses tend to support the theoretical prediction that poor countries should grow faster than rich countries because they can adopt cutting edge technologies already tried and tested by rich countries.
- However, technology transfer requires knowledgeable managers and engineers who are able to operate new machines or production practices borrowed from the leader in order to close the gap through imitation.
- Therefore, a country’s ability to learn from the leader is a function of its stock of “human capital”.
- Recent study of the determinants of aggregate economic growth have stressed the importance of fundamental economic institutions and the role of cognitive skills.
- India has made progress in terms of increasing primary education attendance rate and expanding literacy to approximately two thirds of the population.
- India’s improved education system is often cited as one of the main contributors to the economic rise of India.
- Knowledge capital is a concept which asserts that ideas have intrinsic value which can be shared and leveraged within and between organizations. It is an essential component of human capital.
- Knowledge capital connotes that sharing skills and information is a means of sharing power.
- Knowledge capital is the ‘know how’ that results from the experience and education of the employees or individuals of an organization or group. Of all the factors of production, knowledge capital creates the longest lasting competitive advantage.

- Education is important for every individual in a nation. It plays a vital role to change the status of a country. No country could bring a revolution in it unless its people are educated enough to meet the challenges.
- Education makes a man realize his own self and his goals and also how to achieve those goals.
- Basically, education is divided into three groups. The Education which teaches the concerns of a society is called Social Education. The Education which develops the personality of a man is called Spiritual Education. The Education that is concerned with developing professionalism is called Vocational Education.
- So it helps in creating a balanced individual who becomes a responsible and productive citizen of the nation.
- Education in every sense is one of the fundamental factors of development.
- No country can achieve sustainable economic development without substantial investment in human capital.
- It enriches people's understanding of themselves and world.
- It improves the quality of their lives and leads to broad social benefits to individuals and society.
- Education raises people's productivity and creativity and promotes entrepreneurship and technological advances.
- Thus, education plays a very crucial role in securing economic and social progress and improving income distribution.

Unit-II: Education and Society

a) Nature and aspirations of Indian society. Indian society and education.

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

expectations about future behaviour.

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

1. " Education is the Socialization of the younger generation "-**Durkheim**
2. "Educational Sociology is the application of scientific spirit, methods and principles of sociology to the study of education"-**M.S. Gore**
3. " Educational sociology is sociology applied to the solution of fundamental educational problems"- Roucek.
4. According to **August Comte**, the father of sociology, the father of sociology used the term " sociology" for the first time in the year 1937, while delivering a series of lectures. He introduced sociology as a fundamental science in his book "Positive Philosophy" and employed scientific methods to collect data about mankind.
5. According to Comte, different components of society are scientifically studied in sociology.
6. "Sociology is the systematic description and explanation if society viewed as a whole"-**Giddings**
7. Sociology is the science which attempts the interpretative understanding of social actions"- **Max Weber**
8. Prof **W.B. Brookover** gave 6 basic concepts of Educational sociology:
 1. To analyse the social interaction between school and community.
 2. To train the educational workers.
 3. Sociology principles area applied to education
 4. It is the base to form educational aims.
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 5. It analyses sociological process
 6. IT is a tool and progress of society.

Relation of Education with society.

The relation of Education with society and culture is very deep. Both are dependent on each other. The relationship between education and society has been summed up by the international commission on the development of education (1972) as, " In our view, there is a close correlation between changes, in the socio-economic-environment and the structures and forms of action of education, which we believe makes a functional contribution to historical movement. Moreover it seems to us that through the knowledge it provides of the environment in which it operates, education may help society to become aware of its problems."

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

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

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

Man becomes a "human being" only as a member of society. By nature he cannot live alone.

According to **Samuel Koenig**, Education may also be defined as the process whereby the social heritage of a group is passed on from one generation to another as well as the process whereby the child becomes socialised, i.e learns the rules of behaviour of the group into which he is born.

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

Education and Different Aspects of society.

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

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

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

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

b) Society as a determinant of aims of education.

IMPACT OF EDUCATION ON SOCIETY

Every society has its own changing socio – cultural needs and requires an education to meet these needs. Today’s needs are conservation of resources, environmental protection, global citizenship etc. Therefore education caters towards the meeting of these different needs. Since the needs of the society change education also changes. Education helps in understanding:

1. Work of school and teachers and its relation to society, social progress and development
2. Effect of social elements on the working of school and society
3. Effect of social elements on the life of individuals
4. Construction of curriculum in relation to the cultural and economic needs of the society
5. Democratic ideologies present in different countries
6. Need for understanding and promoting international culture
7. Development of society through the formulation of various rules and regulations and understanding of culture and traditions
8. Need for promotion of social adjustment
9. The effect of social groups, their interrelation and dynamics on Individuals

FUNCTIONS OF EDUCATION IN SOCIETY

Acquisition of knowledge and development of the personality of an individual is no longer presumed to be the main function of education. From the sociological point of view, education has the following functions:

1. Assimilation and transmission of culture/traditions:

This needs to be done consciously and selectively because traditions need to be selected for transmission as well as omission depending on their value and desirability in today's democratic set-up. Education should help in

- Acquisition/clarification of personal values
- Self-realization/self-reflection: awareness of one's abilities and goals
- Self-esteem/self-efficacy
- Thinking creatively
- Cultural appreciation: art, music, humanities
- Developing a sense of well-being: mental and physical health
- Acquisition/clarification of values related to the physical environment
- Respect: giving and receiving recognition as human beings
- Capacity/ability to live a fulfilling life

2. Development of new social patterns: Today the world is changing very fast due to development of technology and communication. So along with preservation of traditional values, new values, social patterns need to be developed where:

- Citizens are rooted in their own cultures and yet are open to other cultures
- Global outlook is fostered

- Knowledge is advanced in such a way that economic development goes hand in hand with responsible management of the physical resources and citizens who understand their social responsibilities are produced
- Citizens who can evaluate information and predict future outcomes are developed – in short who can take part in decision-making
- Who have the capacity/ability to seek out alternative solutions and evaluate them

3. Activation of constructive and creative forces:

Education should help to build up a qualified and creative workforce that can adapt to new technologies and take part in the 'intelligence revolution' that is the driving force of our economies.

- It should ensure capacity/ability to earn a living: career education
- Develop mental and physical skills: motor, thinking, communication, social, aesthetic
- Produce citizens who can adapt, adjust according to social environment
- Produce citizens who can contribute towards the progress of society
- Produce citizens who will live democratically
- Create individuals who will make proper use of leisure time
- Train individuals to adapt to change or prepare for change, better still initiate change in the society
- Develop individuals who respect others, try to understand them and promote the values of peace
- Promote knowledge of moral practices and ethical standards acceptable by society/culture
- Develop capacity/ability to recognize and evaluate different points of view
- Develop understanding of human relations and motivations

c) National Development and Education: concept, scope and indicators of national development.

Unit-III: Education and Culture

a) Culture: concept, characteristics and its interactions with education.

WHAT IS CULTURE?

- The totality of socially transmitted behavior patterns, arts, beliefs, institutions, and all other products of human work and thought is called culture. Culture is learned and shared within social groups and is transmitted by non-genetic means.
- Some scientists such as Edward Tylor used the term “culture” to refer to a universal human capacity.
- In the 20th century, “culture” emerged as a central concept in anthropology, encompassing the range of human phenomena that cannot be directly attributed to genetic inheritance.
- Specifically, the term “culture” in American anthropology had two meanings:
 - ü The evolved human capacity to classify and represent experiences with symbols, and to act imaginatively and creatively
 - ü The distinct ways that people, who live differently, classified and represented their experiences, and acted creatively.
- Hoebel describes culture as an integrated system of learned behavior patterns which are characteristic of the members of a society and which are not a result of biological inheritance.
- Distinctions are currently made between the physical artifacts created by a society, its so-called material culture, and everything else, the intangibles such as language, customs, etc. that are the main referent of the term “culture”.

Meaning, Nature, Definitions

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

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

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

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

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

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

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

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

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

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

RELATED CONCEPTS

ENCULTURATION

- Enculturation is the process by which people learn the requirements of their surrounding culture and acquire values and behaviours appropriate or necessary in that culture.
- As part of this process, the influences that limit, direct, or shape the individual (whether deliberately or not) include parents, other adults, and peers.
- Successful, enculturation results in competence in the language, values and rituals of the culture.
- Enculturation is related to socialization. In some academic fields, socialization refers to the deliberate shaping of the individual.
- In others, the word may cover both deliberate and informal enculturation.
- Conrad Phillip Kottak (in Window on Humanity) writes:
- “Enculturation is the process where the culture that is currently established teaches an individual the accepted norms and values of the culture or society where the individual lives. The individual can become an accepted member and fulfill the needed functions and roles of the group. Most importantly the individual knows and establishes a context of boundaries and accepted behavior that dictates what is acceptable and not acceptable within the framework of that society. It teaches the individual their role within society as well as what is accepted behavior within that society and lifestyle”

ACCULTURATION

- Acculturation explains the process of cultural change and psychological change that results following meeting between cultures.
- The effects of acculturation can be seen at multiple levels in both interacting cultures.
- At the group level, acculturation often results in changes to culture, customs, and social institutions.
- Noticeable group level effects of acculturation often include changes in food, clothing, and language.
- At the individual level, differences in the way individuals acculturate have been shown to be associated not just with changes in daily behavior, but with numerous measures of psychological and physical well-being.

- As enculturation is used to describe the process of first-culture learning, acculturation can be thought of as second-culture learning.
- The concept of acculturation has been studied scientifically since 1918.
- As it has been approached at different times from the fields of psychology, anthropology, and sociology, numerous theories and definitions have emerged to describe elements of the acculturative process.
- Despite definitions and evidence that acculturation entails a two-way process of change, research and theory have primarily focused on the adjustments and adaptations made by minorities such as immigrants, refugees, and indigenous peoples in response to their contact with the dominant majority.
- Contemporary research has primarily focused on different strategies of acculturation and how variations in acculturation affect how well individuals adapt to their society.

CULTURAL LAG

- The term cultural lag refers to the notion that culture takes time to catch up with technological innovations, and that social problems and conflicts are caused by this lag.
- The term cultural lag helps by identifying and explaining social problems and also to predict future problems.
- As explained by James W. Woodward, when the material conditions change, changes are occasioned in the adaptive culture, but these changes in the adaptive culture do not synchronize exactly with the change in the material culture, this delay is the culture lag.
- The term was coined by sociologist William F. Ogburn in his 1922 work Social change with respect to culture and original nature.
- His theory of cultural lag suggests that a period of maladjustment occurs when the non-material culture is struggling to adapt to new material conditions.
- This resonates with ideas of technological determinism, in that it presupposes that technology has independent effects on society at large.
- According to Ogburn, cultural lag is a common societal phenomenon due to the tendency of material culture to evolve and change rapidly and voluminously while non-material culture tends to resist change and remain fixed for a far longer period of time.

- Due to the opposing nature of these two aspects of culture, adaptation of new technology becomes rather difficult.
- This distinction between material and non-material culture is also a contribution of Ogburn's 1922 work on social change.
- Cultural lag creates problems for a society in a multitude of ways.
- The issue of cultural lag tends to permeate any discussion in which the implementation of some new technology is a topic.
- For example, the advent of stem cell research has given rise to many new, potentially beneficial medical technologies; however these new technologies have also raised serious ethical questions about the use of stem cells in medicine.
- Cultural lag is seen as a critical ethical issue because failure to develop broad social consensus on appropriate applications of modern technology may lead to breakdowns in social solidarity and the rise of social conflict.

Education and culture

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

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

schools.

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

By culture we mean the system of norms and standards that a society develops over the course of many generations and which profoundly influences the everyday behaviour of people in that society. The purpose of culture is to give to the society by conscious process of learning and experience, patterns of behaviour which are found useful for a harmonious existence and smooth functioning in all occupations and interactions and thereby ensure

individual and group survival and perpetuation. It is the integrated social, biological and ethnic modes of behaviour of a group or a society.

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

The National Policy on Education (1986) Observed “The curricula and process of education

will be enriched by cultural content in as many manifestations as possible.” It also observed, “Education can and must bring about the fine synthesis between change oriented technologies and the country’s continuity of cultural traditions”.

EDUCATION AND CULTURE

- Education encompasses teaching and learning specific skills and also something less tangible but more profound: the imparting of knowledge good judgement and wisdom.
- Durkheim sees education as the socialization of the younger generation .It is a continuous effort to impose on the child ways of seeing, feeling and acting which he could not have arrived at spontaneously.
- Education has as one of its fundamental goals the imparting of culture from generation to generation.

- Culture is a growing whole. There can be no break in the continuity of culture.
- The cultural elements are passed on through the agents like family, school and other associations.
- All societies maintain themselves through their culture.
- Culture here refers to a set of beliefs, skills, art, literature, philosophy, religion, music etc which must be learned. This social heritage must be transmitted through social organizations.
- Education has this function of cultural transmission in all societies.
- The curriculum of a school ,its extra-curricular activities and the informal relationships among students and teachers communicate social skills and values.
- Through various activities school imparts values such as co-operation ,team spirit ,obedience ,discipline etc.
- Education acts an integrative force in the society by communicating values that unites different sections of society.
- The school teaches skills to the children which help them later to integrate within the culture of the society.
- Education in its formal or informal pattern has been performing this role since time immemorial.
- Education has brought phenomenal changes in every aspect of man's life.

Relationship of culture and Education.

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

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

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

Every individual is born in to a particular culture, which provide him definite pattern of

behaviour and values, which guide his conduct in different walks of life. Then culture plays an important part in man's life in the adaptation to the natural environment, in the adaptation to the social environment, in the development of personality and socialisation.

Relation between culture and Education:

According to **Wodkowski** (1995), "teachers must relate teaching content to the cultural background of their students if they want to be effective in multi cultural class room".

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

Our emotions influence our motivation. In turn our emotions are socially through culture.

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

Impact of Culture on Education

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

- 1. The Aim and Ideals** of education are mostly determined by the values and patterns of society.
- 2. Curriculum is** conditioned according to the culture of society. It is framed according to the ideals and needs of the society to realise the cultural values.
- 3. Methods of Teaching and culture** are intimately connected. The changing cultural patterns of a society exert powerful influence upon the method of teaching also. The shift from old teacher centred teaching to child centred education is an example. Socialised methods like project method seminar, symposium, discussion etc are widely used in the teaching learning process because of the influence of culture.
- 4. Discipline** is also influenced by the cultural values. The present cultural patterns of thinking and living are directly linked to our concept of discipline.

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

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

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

b) Social change: concept and factors responsible for social change.

Change is the permanent quality of nature, hardly anything in our nature is static, Time and world do not standstill. change is the law of life .And who look only to the past or the present

are certain to miss the future. society is dynamic ,man always looks forward to the future in order to adjust himself with the environment, interaction occurs and whenever there is an interaction there is a change .sometimes changes are so slow people do not realized them, and

some time they are so rapid and drastic. Each society developed gradually some customs , traditions, values, and style of living we call this as culture of society, different type of culture flourished in the world in the course of time. culture of some societies prospered and

some lagged behind. There are changes from time to time in features of a society that makes

society mobile. Each society is subject to change. The change that occurs in customs, activities

of people, structure of society ,style of living in any society are called social changes.

Education is considered the most power full instrument of social change. The social changes to a great extent ,are brought about through the process of education. In the words of

secondary education commission report "Education is expected to change the attitudes and values among people and create in them desirable progress.

Some thinkers identify social change with cultural change which in the narrow sense refers to

changes in customs , speech and literary forms , language, dress or hair styles.Cultural change

is an important aspect of social change and occurs in a seizes influences by others forms of culture.social change is an continuous process .social change implies change in the social structure and functions of various aspect which form society .social structure includes family

the marriage system ,caste system, educational institutions ,customs etc.

sadbhavna

- Social change refers to an alteration in the social order of a society.
- It may include changes in nature, social institutions, social behaviours or social relations.
- Social change may refer to the notion of social progress or sociocultural evolution, the philosophical idea that society moves forward by dialectical or evolutionary means.
- It may refer to a paradigmatic change in the socio-economic structure, for instance a shift away from feudalism and towards capitalism.
- It may also refer to social revolution, such as the Socialist revolution presented in Marxism, or to other social movements, such as Women's suffrage or the Civil rights movement.
- Social change may be driven by cultural, religious, economic, scientific or technological forces.
- Throughout the historical development of their discipline, sociologists have borrowed models of social change from other academic fields. In the late 19th century, when evolution became the predominant model for understanding biological change, ideas of social change took on an evolutionary cast, and, though other models have refined modern notions of social change, evolution persists as an underlying principle.

SOCIAL CHANGE:

□ Change in the composition of society is the basic meaning of social change- **View of Dr. Henry**

□ Social change means variation or modifications in any aspect of social process ,pattern or form -**View of Fairchild**

□ Society is a complex network of patterned relationship in which all the members participating in varying degree .These relationship change and the behaviour changes at the same time. These changes we refer to as social changes. --**View of Merrill.**

□ “Social change refers to pattern of social relationship in a given setting” –Miller.

□ “Social change refers to the modifications in the organization and behaviour of the group as expressed in its laws ,customs,modes and beliefs” -**B.B.Mathur.**

□ “Social change is a process responsive to many types of changes - changes in the man made conditions of living, changes in the attitude of man and changes that go beyond human control to the biological and physical nature”-**Maclver & Page**

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

Nature of social change:

The process of social change is continuous and slow process. There is need of social change in society. Society cannot stop a social change. Change is the essential part of society . social change can be associated with either the whole structure of a society or part of the structure. The speed of social change varies society to society or in different period of time in society. change in one society encourages other society. change is a deviation from traditions as some retained while the undesirable ones are dropped . Social change involves not only economic ,political, scientific changes but it also involves changes in mode of socialization of individual and a basic change in personality structure of the individual. social change can be brought about by intelligence and with certain determination. every individual has certain goal and he want to achieve them. In attempt to achieve goal, he bring about certain social changes. This indicates that there is definite purpose behind the process of social change. when individuals are concern with the modification in status and

role ,the stress and strain are produced in them and thereby social change takes place. social change can be brought by any factor like technology , industrialization , religion and ideology ,Change begins with the process of innovation. Innovations involves variation, invention in social customs ,conventions ,traditions character and conduct of the individual. But we cannot say that any one is prominent than the other. It is difficult to tell about the possible changes in future. Change is the law of nature .social change is inevitable,social change means discarding some old thing or elements or addition of new things. Social change may be for the good of society or otherwise. It is possible to know that there will be

some changes in our tradition though it is difficult to pin point social change .

Education and Social Change

- The role of education as an agent or instrument of social change and social development is widely recognized today.
- Social change may take place when:
 - ü humans need change

 - ü the existing social system or network of social institutions fails to meet the existing human needs

 - ü when new materials suggest better ways of meeting human needs
- **According to Maclver**, social change takes place as a response to many types of changes that take place in the social and nonsocial environment.
- Education can initiate social changes by bringing about a change in outlook and attitude of man.
- It can bring about a change in the pattern of social relationships and thereby it may cause social changes.

- Earlier educational institutions and teachers used to show a specific way of life to the students and education was more a means of social control than an instrument of social change.
- Modern educational institutions do not place much emphasis upon transmitting a way of life to the students.
- The traditional education was meant for an unchanging static society not marked by any change. But today education aims at imparting knowledge.
- Education was associated with religion. It has become secular today. It is an independent institution now.
- Education has been chiefly instrumental in preparing the way for the development of science and technology.
- Education has brought about phenomenal changes in every aspect of man's life.
- Francis J. Brown remarks that education is a process which brings about changes in the behavior of society. It is a process which enables every individual to effectively participate in the activities of society and to make positive contribution to the progress of society.

Constraints on Social Change in India:

- 1) **Cultural inertia:** It means adherence to age old customs, traditions and beliefs. Conservative and orthodox people resist change.
- 2) **Mindset:** Some people are very skeptical and apprehensive, they are scared of change. Some are biased against people from different castes, religions, regions and communities.
- 3) **Vested interest:** The privileged sections of society like religious leaders, politicians, businessmen etc. sometimes resist change because it may mean a loss of power.
- 4) **Cultural Lag:** Post globalization, the material culture of India has changed significantly but not the non-material culture. As a result of cultural lag and its social consequences a lot of people are scared of change

5) **Fear of a new way of life:** When people are used to a particular way of life, they find it very hard to adjust to changes in society. For eg. Modernization is often accompanied by urbanization and westernization, so a lot of people are confused whether they should stick to old values or accept new ones.

6) **Racial discrimination** has prevailed in India since time immemorial. However, its existence hasn't been widely accepted or understood for that matter. The new social order does not recognize disparities of this sort. The so called racially superior category are going to resist any change that removes them from their position of superiority.

7) **Class discrimination**– If you are wealthy, you can be of any colour, caste, region or religion- people are going to respect you in India. However, if you are not, your movement up the social ladder will not be easy. The wealthy are likely to find ways and means of preventing it. They will resist social change to maintain their position in society

8) **Gender discrimination** – Women are accepted to be inferior beings in India. A majority of women are not allowed to do the things that they want to. This means underutilization available human resources. People with a patriarchal mindset are going to resist any change that treats women as equal to men.

9) **Discrimination based on caste and religion** – Only upper caste Hindus are not discriminated against, based on their caste and religion. Rest all are, in some way or the other. People from the Scheduled Castes and Tribes, Other Backward Castes (OBC) and people from minority communities/religions are hated not only because they were born into these castes but also because they enjoy certain benefits which people from the General category are deprived of. However, reservation has helped in their upliftment in a big way. The fact remains that these people are not even treated like human beings in most regions of India. How can there be progress if people are biased against each other and can't work together? The upper caste people will resist any change that will bring them down from their superior positions.

10) **Regional discrimination-** people from the different states of India are biased against each other. Prejudice of this sort prevents people from collaborating. People who cannot give up their age old beliefs resist change.

Unit-IV: Education in Socio-Political context

a) Education in and for Democracy.

Concept and Ethical Dimensions of Democratic Education

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

Democracy refers both to a political system and a political aspiration. As a name for a political system, it refers to the fact that the people themselves rule in some sense. As an aspiration, it stands for the desire to deepen and extend the ideals of self-government.

Democracy refers not only to a system of government but also to general way of life itself. It has ethical, political, social and economic aspects.

“Democracy is government of the people, by the people and for the people”- **Abraham Lincoln.**

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

Encyclopaedia Britannica

Ethical dimension of democratic education:

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

i) **Dignity of the individual:** - The individual must be respected. It means treating an

individual as an end, promoting his best development. “To liberate and perfect the intrinsic powers of every citizen is the central purpose of democracy and its furtherance of individual self realisation is its groups of glory.” Individual should have full play for all his faculties’ exception so far as they do not clash with the interests of others.

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

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

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

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

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

vii) **Appreciation of Contribution of individuals of the group welfare:** Unless the contributions

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

viii) **Character and intelligence to form judgements:** For the working and success of democracy,

character of an individual is supreme and fundamental. The real strength of democracy lies in the individual and national character. It is the character of a person that gives him the power of judgement and discriminating the right from wrong.

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

4.0.1- Democracy and Education:

“Democratic education can generally be defined as the cultivation of virtues, knowledge and skills necessary for political participation (Gutmann, 1987). In addition, Clark (1990) suggested that democratic education must impart to students “ a generosity of spirit and commitment to the well being of their society.”

Educating for Democracy.

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

1. Equalization of Educational opportunity.
2. Universal and compulsory Education
3. Provision of Adult Education.

4. Child centred Education.
5. Methods of Teaching
6. Social Activities
7. Students Union
8. Tolerance
9. To develop love for the country
10. Physical health of the children
11. Cooperation between different Agencies of Education
12. Understanding the values of Dignity of Labour
13. Academic Freedom

Need for Education in Democracy

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

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

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

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

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

Educational Need in Modern Democratic India:

A national system of education is always inspired by the social, political and economic conditions prevailing in the country. It implies mobility of students and teachers. It also implies the quality of education based on national heritage and national values.

Need of the education must be in conformity with cherished national goals:-

* The first ever statement on aims and need of education for democratic. India was made by the secondary Education commission in the report published in 1953

* The commission stated that education which is national in character must develop in its citizen habits, attitudes and qualities of character and equip them to bear the burden of life in the changing economic structure.

Development of Democratic Citizenship:

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

Capacity for Clear Thinking:

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

Implications of Democracy for Education

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

- a) Training students in the art of living together
- b) Development of the capacity to think clearly
- c) Development of the capacity to receive new ideas
- d) Development of the ability to think rationally and scientifically.
- e) Development of tolerance
- f) Development of true patriotism
- g) Development of the qualities of leadership
- h) Improvement of vocational efficiency
- i) Development of the creative energy of the students.

II. Democracy and Educational Administration:

This implies a)

Principle of sharing responsibility

- b) Principle of equality
- c) Principle of freedom
- d) Principle of cooperation

- e) Principle of justice
- f) Principle of recognizing the individual worth
- g) Principle of leadership

III. Democracy and curriculum: This means

- 1) Education according to 4 'A's i.e. age, ability, aptitude and aim, of the students.
- 2) Emphasis of Flexibility
- 3) Reconciliation to the needs of the society and the pupils

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- 4) Provision of core-curriculum
- 5) Group activities and group work

IV. Democracy and Methods of Teaching

- 1) Principle of sharing in planning
- 2) Use of a variety of methods
- 3) Group and project work

V. Democracy and Discipline

- 1) Discipline becomes self-discipline
- 2) No place for "flogging"
- 3) Students participation in running some of the affairs of the students
- 4) Student self- Government

VI. Democracy and the Teacher

- 1) Teacher as a guide or helper
- 2) Teacher as a friend
- 3) Creation of a healthy environment
- 4) Student centred teaching learning process
- 5) Teacher as a believer in the theory of "Impression rather than repression"

VII. Democracy and Mass Education

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

- 1. Universalisation of elements
- 2. Adult literacy / education
- 3. Continuing education

4.0.5 Role of Teachers in a Democracy

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

Basic objectives of Education in a Democratic country

1. Democracy as Respect for Dignity of the person
2. Democracy as Freedom
3. Democracy as Equality
4. Democracy as Sharing
5. A passion for Social justice
6. Tolerance
7. To raise the intellectual, cultural standards of Education
8. Development of Love for the country
9. Education should develop love for work
10. Training in leadership

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

Democratic outlook:

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

1. Development of Individuality
2. Many sided Development of personality
3. Individual Differences of children
4. Provision of Diversified courses
5. Respect for the Individuality of the child
6. Freedom of the child
7. Rich Environment
8. Constructive and creative activities

9. Social activities
10. Development of curiosity
11. Manual work
12. Learning by experience
13. Atmosphere of love
14. No place for corporal punishment
15. Curriculum in term of activities
16. Stress on co-operation
17. Self Government
18. Role of the Teacher
19. Centre of Community Service.
20. International understanding

b) Education for national and emotional integration.

Meaning of National Integration

On achieving independence in 1947, we at once became pledged to build up India into a secular democratic republic, based on the principles of social and economical justice. India is a big country where people of different religions live. Here different languages are spoken and due to geographical conditions, climate also is varying in different areas.

National integration implies a feeling of oneness which may transcend all groups or cultural differences and synthesise the different religions castes, linguistic communities emotionally into a compact whole. It implies a feeling among citizens of India that India is 'one' and we belong to it culturally and emotionally. "What is the interest of India, it is in our interest. Country comes first and other loyalties are subservient to it. We must share and respect common objectives, purposes or ideas and give them a higher place over sectional, linguistic, racial and other loyalties."

In the words of **C.D. Desmukh**, "National integration is the ineluctable pre-requisite for the fulfilment of our democracy."

In the words of **Humayan Kabir**, "Nationhood does not depend on race or language or

religions or geography, singly or collectively, though they all help, but on the feeling of belonging to one nation.” “Loyalty to the nation or the state does not and need not mean the denial of feeling for one’s group or community.”

Pandit Jawaharlal Nehru in his words, described the meaning and essence of national integration, “We should not become parochial, narrow minded, provincial, communal and caste minded, because we have a great mission to transfer. Let us, the citizens of the Republic of India, being about the integration of the Indian people. We have to build up this great country into a single nation, mighty not in the ordinary sense of the world, but mighty in action, mighty in culture and mighty in its peaceful services of humanity.”

The Kothari Commission defines it as. “National integration includes a confidence in nation’s future development of feeling of values and duties.”

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

Different Dimensions of National Integration

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

- * Cultural integration * Economic integration
- * Spiritual integration * Emotional integration
- * Racial integration * Linguistic integration
- * Social Integration * Geographical integration
- * Religious integration * Regional integration

National integration and Barriers

The problems of national and emotional integration before India are very terrific

Followings are some barriers.

- Historical background * Political practices
- * Several Religions * Different regional states
- * Different Cultures * Varieties of languages

- * Different Communities * Lack of proper education
- * Economic disparities * Selection of Employees in various services
- * Social inequalities * Reservations and quotas
- * Worthy leadership * Favouritism
- * Untouchability * Unemployment
- * Selfishness

National Integration and Role of Education

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

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

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

Some Recommendations of the Emotional Integration Committee.

1. **Reorientation of the Curriculum-** The school and college curriculum should be reoriented to suit the need of a secular state. At the primary stage the importance of stories, poems, folklore and national anthem and other national songs should be emphasised. Daily Morning Prayer should be held.

At the secondary stage the curriculum should include the study of language and literature, social studies, moral and religious instructions and co-curricular activities.

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

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

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c) Education for international understanding and global

Meaning of International Understanding

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

equally important varieties of human beings inhabiting this earth.”

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

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

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

Implications of International Understanding

For promotion of international understanding it is essential to,

1. **Know and understand** how people on other hands live;
2. **Recognise the common** humanity which underlies all differences in culture;
3. **Work for a fair** and just world-order with security, freedom and fair-play for all people
4. **Maintain:** interests in world affairs;
5. **Recognise** and help to solve world problems according to practices of democracy;
6. **Appreciate** the contribution of all people to world citizenship and that there is a human culture;
7. **Combine love** of one’s own country with a broad social consciousness towards the problems of the world;

8. **Understand** the economic and the cultural factors which make the world an interdependent community of nation;
9. **Respect** the dignity and worth of men by giving him equality of rights and opportunities;
10. **Take** world as one unit;
11. **Realise** that truth alone triumphs and leads to human progress and prosperity;
12. **Believe** in common values and goals for the world community;
13. **Understand** that victories of peace are greater than victories of war.

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

Ways and Means of Creating International Understanding:

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

Do not create misunderstanding:

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

Teach them Social Studies:

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

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

Teach social Implications of science:

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

Humanistic spirit of Art and literature:

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

Teach an International Language:

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

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

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

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

the world.

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

Primary Education as the Foundation of International Understanding:

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

Social Studies:

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

General Science:

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

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

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

Middle Stage:

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

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

At this stage, it will also be possible to make a comparative study of the religions of the world. In Class- VIII Common doctrines and tenets could be emphasised, eg. the Ramayan, Gita, Bible, Qoran and Guru Garantha Sahib along with Zoroastrianism and great personalities like Mahatma , Budha, Sankarcharya, Nanak, Kabir, Ramananda and chaitanya, Vivekananda, Swami Ram Tirath of India and in the same way other countries could be introduced.

Higher Secondary Stage:

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

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

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

Other Activities

Some activities are suggested:

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

often in connection with anniversaries.

2. Dramatising stories from other lands
3. Singing and performing action songs and dances from other lands.
4. Collecting pictures, handicrafts, household objects, dresses etc of other lands.
5. Organising exchanges at the school level of albums, toys pictures, recorded music, children book, children' painting and drawings.
6. Fieldtrips to museum, ports, market, educational institutions, wherever possible
7. Establishing contacts between schools of different communities and nationalities located in the surrounding area.
8. Mutual exchange of children's games between schools of different regions.

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