LOVELY PROFESSIONAL UNIVERSITY

SOCIOLOGICAL FOUNDATIONS OF EDUCATION

Edited By
Dr. Kulwinder Pal

Printed by
LAXMI PUBLICATIONS (P) LTD.
113, Golden House, Daryaganj,
New Delhi-110002
for
Lovely Professional University
Phagwara

SYLLABUS

Sociological Foundations of Education

Objectives:

- To understand the importance of various philosophical bases of education.
- To understand the impact of social theories on education.
- To relate the trends of social changes, cultural changes and their impact on education.
- To understand the application of modern science and technological development on social reconstruction.

Sr. No.	Description
1	Sociology and Education: Concept of Educational Sociology and Sociology of Education. Socio-economic factors and their impact on education. Socialisation Process, Implications in Education
2	Social Change: Meaning, Nature and Causes. Constraints of social change (caste, ethnicity, class, language, religion, regionalism). Education as an agent of Social and Economic change, and HRD.
3	Education for social stratification and social mobility. Democracy and Education
4	Social theories: Marxism and Integral Humanism. Theories of functionalist: Emile Durkheim and Talcott Parsons
5	Women Education and Gender Equity. Globalization: Concept and its Relevance in Contemporary Situation. Human Rights and Education with Special reference to Rights of Children. Consumer Rights and Right to Education

CONTENT

Unit 1: Sociological Basis of Education 1
Dinesh Kumar, Lovely Professional University

Unit 2: Socio-Economic Factors and Their Impact on Education 22
Dinesh Kumar, Lovely Professional University

Unit 3: Socialization of the Child 31
Dinesh Kumar, Lovely Professional University

Unit 4: Social Change and Education 39
Kulwinder Pal, Lovely Professional University

Unit 5: Social Change in India and its Factors 50
Kulwinder Pal, Lovely Professional University

Unit 6: Education as Mode of Social and Economic Change and HRD 56
Kulwinder Pal, Lovely Professional University

Unit 7: Education : Social Stratification and Social Mobility 72
Dinesh Kumar, Lovely Professional University

Unit 8: Democracy and Education 79
Dinesh Kumar, Lovely Professional University

Unit 9: Marxism and Integral Humanism 90
Kulwinder Pal, Lovely Professional University

Unit 10: Theories of Durkheim and Parsons 102
Kulwinder Pal, Lovely Professional University

Unit 11: Women Education 110
Dinesh Kumar, Lovely Professional University

Unit 12: Globalization : Concept and its Relevance in Contemporary Situation 121
Dinesh Kumar, Lovely Professional University

Unit 13: Human Rights and Education 132
Kulwinder Pal, Lovely Professional University

Unit 14: Consumer Rights and Right to Education 144
Dinesh Kumar, Lovely Professional University

Notes

Unit 1: Sociological Basis of Education

CONTENTS

Objectives

Introduction

1.1 Meaning of Sociological Basis of Education

1.2 Historical Aspect of Sociology

1.3 Meaning and Definition of Sociology

1.4 Subject Matter of Sociology

1.5 Meaning and Definition of Educational Sociology

1.6 Aims of Educational Sociology

1.7 Scope of Educational Sociology

1.8 Functions of Educational Sociology

1.9 Need and Importance of the Study of Educational Sociology

1.10 Impact of Educational Sociology on Education

1.11 Sociology of Education

1.12 Summary

1.13 Keywords

1.14 Review Questions

1.15 Further Readings

Objectives

After going through this module, the students will be able to understand—

- The meaning of Sociology.
- Aims of Educational Sociology
- Functions of Educational Sociology
- Impact of Educational Sociology on Education
- Sociology of Education

Notes

Introduction

Education and life are interconnected/complementary. Education is life and life is education. Education cannot be separated from life. Life's needs can be divided into two parts, firstly the needs of an individual and secondly the needs of society. The needs of an individual comprise of physical, mental, emotional, spiritual, and self-actualization needs; man's cultural and social needs shall also be taken care of and they consist of the following: familial, social, national and international. The purpose of education is to fulfill all these needs of men. Hence, from the point of view of man and society, education is most essential. Education is a sociological process, that is, education is a process oriented towards the society, it is operational in the society, it works for the society and it operates through the society. The existence of education depends on the existence of society. The structure of education, its nature and principles depend on a society's norms, values and principles (hence on the culture prevailing in the society) this is why education and society cannot be regarded as being separate from one another. Margaret Mead said that education is the cultural process through which a new born becomes the strategic citizen of tomorrow.

Notes Plato said that man behaves according to the norms his/her society teaches him.

1.1 Meaning of Sociological Basis of Education

The sociological basis of education means that education should be footed on society's needs, aspirations and principles. Through education, students should make remarkable progress in achievement of social values so that they may fulfill their duties, use their rights, and be valuable, awakened, productive and complete citizens of tomorrow. Along with education, they should be cultivated to imbibe strong values of discipline. The principles of education should be in line with a society's vision, mission, its religious, cultural, political values and economic stability. Hence such subjects and activities should be included in the school curriculum which foster social growth, fill social needs and ensure progress of the society. This way the sociological basis of education focuses on society to be the foundation of education. Education should be a means towards self-growth, which in return, enables the society to grow.

The three parts of educations-the Instructor, the Student and the Curriculum are actually parts of the society, that is why education is considered as sociological process, which means,

1. The components of education process are always being influenced by the non-static society.
2. The principles of education are founded on the needs of society.
3. The educational curriculum is constantly amended with new subjects by taking into consideration the present and future sociological needs.
4. The various rules of education also depend on the norms of the society within which it operates.
5. In discipline, the social point of view is given more importance.
6. The education process is guided by the society's prevailing culture.
7. All the resources spent on education come from society itself.
8. University is considered to be the realistic form of society.

Notes

In the national education policy formulated in the year 1986 it was said that—

"Financially and technologically, our country has reached such heights that we can easily make use of available methods to improve different aspects of society. Education is a means to achieve this objective." —Para 1.2

"New challenges and demands/needs of society are pressing government to formulate and implement a new policy. There is no other alternative." —Para 1.15

As mentioned in the text above, the mutual relationship between education and society is very deep. Actually any society's composition, needs, cultural values and all its related aspects determine the basic education to be provided. As it is said, the form that education takes is a reflection of the society within which it operates and also the society which we want to create for tomorrow. As the Commission of Kothari (1964–66) analyzed deeply the circumstances and needs of the Indian society, he framed the then structure of education accordingly:

1. Increase in production
2. Progress in social and national unity
3. Democracy of citizens
4. Social, ethical and spiritual upliftment
5. Modernization of the nation

In this way, the educational policy formulated with respect to the changing circumstances of the society in the year 1986 consists mainly of—

1. Equal education
2. Education for one and all
3. Education's impact on management
4. To make the education system effective

After this in the year 1990 the Association of Acharya Ramurthi was created to analyze the national education ethics. The name of this Council was "**Towards an efficient and humane society". Its main objective was to educate one and all.**

Hence we may imply that the present and future social needs and circumstances continuously influence the education process. Education obtains its new form from society itself. Because of the changing nature of society, education process also becomes non-static. This is the sociological basis of education.

The educational sociologists should analyze and study the gaps in society and gain knowledge on how to remedy the situation.

Self Assessment

Fill in the Blanks:

1. Education and life are …….. .
2. University is considered to be the ……. form of society.

1.2 Historical Aspect of Sociology

Man is a social animal. Man and society are nearly related to one another. None of them have any existence without one another. With a lack of individuals, society has no importance and with the destitution of society man can neither progress nor survive. Society is a material concept which is

Notes

built on man's existence. Since ancient times there have been studies on the relationship between man and society. Plato said that man behaves according to the norms society teaches him. Man's behavior is the result of the society in which he has been born and brought up. Aristotle stated that no man would agree to stay in this world if he gets to know that he has to survive alone. He also stressed on the importance of man's social and communal life by saying the one who is unable to live peacefully with his/her fellowmen, is either at a low stage of human life, or a highly evolved stage or an animal or otherwise God himself. Lucretius, Cicero, Marcus Aurelius, St Augustine, Thomas Aquinas, Dante, Thomas Hobbes, John Lock, Rousseau, Montesquieu and other thinkers also have expressed their thoughts on society and social life. Hence, since ancient times, thinkers' attention have been attracted towards the concept of society, the relationship between man and society, societal incidents and concerns; many thoughts have been pondered over these concepts because no matter whether it is in this age or ancient times, man has always been entangled in social concerns. This means that the social heterodox has always existed whether written or unwritten, tangible or intangible, scientific or unscientific. Robert Bier Stedt has said, "Social heterodox has a very ancient or long past." In one of his speeches Gisbert has said, "if man is a philosopher by nature, this implies he is also a social heterodox."

Thus the past of sociology is long but history is very short. Fransis philosopher August Comte was the first who imagined a new social science named social physics which was later changed to Sociology in 1938. August Comte is known as the father of sociology as he first imagined scientific study of society. He said that sociology should be used for reconstruction of society. After Comte, John Stuart Mill and Herbert Spencer worked for the development of it. They provide an arranged prospect and established as a complete science. Sociology was developed most in United States of America. Lester Ward divided sociology in two parts, Pure sociology and practical sociology. In pure sociology the social aspects are studied in present prospect and in practical sociology studies are done for the improvement. Fransis philosopher Durkheim also contributed toward the expansion of sociology. He said that in sociology everything should be studied by social point of view. Montaign, Mauss, Buckle, Robertson, Tonnies, Ratzel, Maciver, Sorokin, Parsons, Barns, Coser, Park and Burgess are other philosophers who contributed in development of sociology.

Did u know? Human being is a social animal.

1.3 Meaning and De finition of Sociology

The word 'Samaj Shastra ' in Hindi, is the translation of 'Sociology' in English. Sociology in English comprises two words, 'socio' and 'logy'. Socio means 'in relation to society' and 'logy' refers to 'knowledge or science'. Thus, the literary meaning of 'sociology' is the science relating to society which studies about the society. Society in this context refers to human society. Thus, sociology studies only about the human society. In order to understand the form of sociology in its entirety, it is essential to study the definitions given by different thinkers. Some definitions are as under—

August Camte—'Sociology is the science of social order and social progress'.

Giddings—'Sociology in totality is the organised description of society and its factors'.

Maurice Ginsberg—'Sociology is the study of interaction, interrelation of human beings, their process and results'.

Emil Durkheim—'Sociology is the science of representation of collective mass'.

Gillin and Gillin—'Broadly, Sociology is the science which studies the interactions of human beings as a mass.'

Notes

Mciver and Page—'Sociology is the organised study of social relations. The web of social relations is called society by us'.

Sorokin—'Sociology is the general science of the ordinary form of socio cultural events, their pattern and various end relations'.

Cuber—'Sociology can be called the scientific branch of human relations'.

Max Webber—'Sociology is that science which portrays analytical explanations of social activities'.

On analysis of the above mentioned definitions, it becomes clear that sociology interprets all personal, social, cultural and national relations of individuals and society and studies as well as analyses their relative reactions. Under these, all those groups are studied which impact individuals and their behaviour definitively. It includes study of traditions, customs, folk tales, human attributes, religious social and moralistic institutions, castes, economic organisations, financial political crimes and problems. It is said that sociology is the scientific study of life and activities of the society, where problems, both physical and spiritual abound and which has relation to past, present and future.

1.4 Subject Matter of Sociology

Different sociologists have expressed themselves on the subject matter of sociology. Thoughts of some sociologists are as under:

Durkheim has divided the subject matter of study of sociology into three sections—

1. Social Morphology
2. Social Physiology
3. General Sociology

Ginsberg has divided it into four sections—

1. Social Morphology
2. Social Control
3. Social Processes
4. Social Pathology

According to Motwani, the subject matter of sociology is as under—

1. Society tries to discover such theories which establishes harmony in the basic elements of social life.
2. Sociology interprets development, growth of social institutions, and activities and their end relations.
3. Sociology denotes those elements of social organisations which determine the direction of social changes.
4. Sociology evolves practical ways to overcome social pathology and mismanagement.
5. Sociology accords importance to harmonise those social forms and factors which prove helpful in the progress of individuals and society.

Self Assessment

Multiple Choice Questions:

3. The. ..... of education depends only on the existence of society.
   (a) Existence (b) Fate
   (c) Level (d) None of these

Notes

4. Education and society have. ..... interrelation.
   (a) Weak (b) Very Deep
   (c) Representative (d) None of these
5. Sociology is the mass representative of. ..... .
   (a) Science (b) Scriptures
   (c) Representative (d) None of these
6. Durkheim has stated that education is basically. ..... as per its form, origin and manifestation
   (a) A social problem (b) An unsocial problem
   (c) A general problem (d) A special problem

1.5 Meaning and Definition of Educational Sociology

The close relationship shared between Education and society gave birth to sociology. Durkheim has said that education basically is a social action; based on its form, function and varieties. As a result, education's principles are more closely linked to sociology as compared to any other conventional science. In educational sociology, all those tenets/points of sociology are adopted which influence the fundamental and behavioural aspect of education. Dedicated research and extensive work has been one in the field of educational sociology, the credit of which goes to E. George Payne of the New York University. In 1923, he setup the 'National society for the study of sociology'; which has extensively contributed to the cause of evolution and development of sociology as a field of study. In 1928, George Penny, authored a famous book, 'Principles of Educational Sociology', in which he had written that Educational sociology is a new form of science, which combines Education and sociology. He interpreted the educational process on the basis of sociology. In his interpretation, he's explained how community influences life and society. Education is a social process and in this way, it helps build and improve the society and in this manner, greatly contributes to the general well being of people. From September 1928 onwards, Journal of Educational Sociology was published and made available for the general public.

Famous visionaries like Dewie have, in their own way, contributed towards the cause of promoting sociological trends in education. Dewie, by means of his famous books 'The School and Society 'and ' Democracy and Education 'have accepted and propagated the concept of education as a social trend, which has the power to bring about a social awareness and helps develop the same. From this point of view, it becomes important to understand and appreciate sociological consciousness so as to develop necessary guidelines for imparting the right form of education. Educational sociology has benefitted immensely from the contributions of Fredric Leaplay, Moore, Merril, Maciver, Cole, Duncon, Brown, Davis, Dollard, Clark, and Ottaway, etc. They have said that sociology can supplement the educational process in achieving unattained goals for a progressive society. In a similar manner, educational sociology is a deep integration of education and sociology. in this field, man, society, communities, societal class, community organisations, etc. are studied, and their influence on man's road to progress analysed; depending upon the results, what form of education is best suited to the society's needs, is decided upon. In educational sociology, all those theories are accepted which influence both the fundamental and behavioural aspects of education. The requirements and situations related to various parts of education, namely, objective, syllabus, teaching style, discipline, teachers, school, administration etc. are analysed and accordingly, educational sociology is developed.

Many learned people, visionaries have interpreted educational sociology in their own ways, some of which are:

George Penny—'By Educational Sociology we mean that science which analyses organisations, communities and community practices, or that science by the help of which, a man can record or collect his experiences, and later elaborate on them or interpret them in detail.'

Notes

Brown—'Educational sociology is the study of the interactions between man and his cultural environment.'

Rosek—'Educational sociology is that branch of sociology which solves basic/fundamental educational problems.'

Ottaway—'Educational sociology is that science which studies education and society. It analyses the objectives, the processes, institutions, and syllabus and determines its impact on the financial, political, religious, social and cultural powers of a society. A man's personality and his education is greatly influenced by the kind of society and culture he is exposed to.'

Good—'Educational sociology scientifically analyses how a man lives in a community, how they get educated and what kind of education, knowledge is required by them to efficiently and successfully integrate into their society.'

Carter—'Educational sociology analyses those aspects of sociology which have a relevance in the educational process; it specially studies those aspects, which help formulate policies and indicate towards effective control of the manner in which education is imparted.'

1.6 Aims of Educational Sociology

Harington has given following objectives of sociology of Education—

1. The study of social causes and its impression on the schools.
2. By studying the social causes, try to understand its impact on human.
3. To understand the Social, Economical and cultural characteristics and placement the syllabus of education through social way.
4. Regarding to society the role of Teacher's and tries to get the knowledge of this filed, and also the view of social development of schooling.
5. Understanding the philosophy of Democracy.
6. Use research and methods to attain these objectives.

Self Assessment

State whether the following statements are true/false:

7. Through the close relations between education and society it gives the birth of educational sociology.
8. The role of education is to complete development of child's personality.
9. Educational sociology helps to understand education's concepts.
10. Education progress is controlled by society's culture.

1.7 Scope of Educational Sociology

By the study of definition of educational sociology and its goal, we came to this conclusion that the scope of education sociology field is wide. Following main subjects are studied in this field—

1. The study of societies needs, situations and problems.
2. The study of person and the society and the relation with cultural environment.
3. The study of different types of social institutions and its relations.
4. The study of the person or school and the impact of society on them.

Notes

5. The study of teacher's role and it's important in society.
6. The study of the causes which impacts on between the relation of teacher and the students.
7. The study of relations between schools and social institutes.
8. The study of the impact of education on society.
9. To develop the democratic sentiments in the schools.
10. To development of person and society by implanting the important changes in the course of syllabus.
11. For the development of personality by accepting the educational laws.
12. The study of the impacts of education on social control, social changes, social organizations, social process and social development.
13. The study of the impacts and the role of newspaper, radio, TV, cinema, library in social life.
14. The study of total impact of cultural on the person.

According to Marvin Bressler educated sociology studied the following subjects—

1. The study of the impact of external social systems on the complete process of education.
2. The correct analysis of school according to the types of comprehensive system.
3. The study of the social inner process in the educational classes and relations with the social philosophy and it's laws.
4. The study of Schools and other internal organization and its relations with the society, and its' other elements.

The analysis of the subjects of educational sociology Den. W. Dodson wrote that "The interest of educational sociology is complete in itself relations with the culture. From it, from that person collects and earned the experiences. Educational Sociology takes a very specific interest in how to govern the educational process for the development of a well personality.

1.8 Functions of Educational Sociology

1. Educational Sociology helps for the betterment of society members' moral, character, spiritual, philosophy and social development.
2. Educational Sociology take the part to change the person's thought, morality and his behavior and to show him the paths of development.
3. Educational Sociology protects the society, it's useful traditions, customs, beliefs and morality and it helps them to stay firm and it research on the it's ill customs and behavior.
4. Educational Sociology takes the role to boost society.
5. Educational Sociology provides the training to social members along with the society and social ideals and beliefs' according to live life happily.
6. Educational sociology develops the ability of children's to live in society by socialization them.
7. Educational Sociology develops the merits to understand the group of peoples, its creational process, and social life.
8. Educational Sociology gives the total association to protect the societies cultural.

Task Give your thoughts on the subject of Educational Sociology's works.

Notes

1.9 Need and Importance of the Study of Educational Sociology

The role of education is to develop child's comprehensive personality. This development never happens in empty space. Always the development impressed by social relations. On the child's development is effected by Child's family, school, society, culture. In Educational Sociology these all subjects are studied. The necessity of Educational Sociology and its importance can be expressed in following manners—

1. From the help of educational Sociology we have the knowledge of society and its different kinds of nature and its impact on the education.
2. From the Educational Sociology it helps to understand the educations' concepts.
3. From the study of Educational Sociology it helps to set the aims of education for the better understanding of the social needs, and its problems.
4. In the Educational Sociology analysis of social actions, cause, and its impacts, from the help of this knowledge we can build syllabus of education. Like this Educational Sociology can help syllabus of education.
5. Educational Sociology helps to make educational laws. Though the important pillars of making the educational laws is Educational Psychological study but this law can also make by considering the correlations of between human and society.
6. Educational Sociology not looks the problems of disciple on the ground of moral crime, but it looks it as on the basis of child's social environment. From this view it is necessary into express the law of discipline in the education.
7. From the help of Educational Sociology we having the knowledge of school's model and its working style.
8. From Educational Sociology it widen the scope of teaches personality from the social view. At the end in the process of education the importance of teacher and his role can be understood through the study of this science.
9. Educational Sociology helps to understand the backward calls Childs and criminal child's problems on the social basis.
10. Educational Sociology to understand the other problems of education and it gives the solutions for it.

1.10 Impact of Educational Sociology on Education

Educational Sociology and because of its impact many changes took place.

1. For people and the welfare this movements were started for education.
2. To give the child the compulsory and gratis education.
3. The Further education is started.
4. Government takes in native role to help education and brings further steps for the development of Education.
5. Government takes responsibility of handicapped and mental disorder child's education.
6. For the teacher's training the training institutions are started.
7. The importance is given to child's education and on child's psychology.
8. Monitoring system is stated inspire of Teachers.
9. Movement against the child labor started and from that the children's were prohibited to work in industries and other places.

10. From the States the institutes like Occupational, Technical and Agricultural education are stated.
11. There are many changes took place in the education's all section - Meaning of Education, Aim of Education, Syllabus of Education, Educational Laws and discipline.

1.11 Sociology of Education

Education is the most powerful medium which helps to improve the human's overall development. Education is our culture heritage. The scientific culture was held from many centuries and it was also in the British rule. And it was depended on Agricultural and sculpture. And for this the knowledge of astronomy, agricultural science, mathematics and Mechanical. Ayurvedic science was also a part of British rule. Before British arrived the progress in economic and science was not great. Indian had had great knowledge of Mathematics, Chemistry; Ayurvedic even before the all other countries was on the first stage of culture. An Indian society was stood for many years at only one place reason that they failed to reach the economical and culture development. In this long time Indians were produced many philosophical books on Upanishads. But in terms of natural science and industrialization its contribution was not so much. British' introduced Modern Scientific and Social western Knowledge in an Indian society.

Definition of Education in Dictionary is "The planned education for the development of human character and his mental power means Education." In every human society education is one basic activity. Shiksha which called Education in English language, which came from Latin word Educate which means nourishment. Education doesn't mean shallow knowledge but it is formal tool to control the social morality. It is form of socialism. It helps the child's social life. And it change the rethought of child. Education teaches people about discipline, social cooperation, endurance and the social values. It develops social behavior. So they can face the future very well. Plato's view on education is that "to developed man's physic and soul and even aesthetic sense is goal of education. According to Aristotle education means, "to develop man's strength and his mental strength so that he will able to understand the final truth, aesthetic and even to experience the highest point of Eternal Happiness." According to Seminar, "Education means which brings social behavior in the child, so that he can learn what to accept and is to reject, how he can face the different situation." According to Brown and Russele, education means "the total experience which breeches the difference between the young and old society and determination of many behaviours too." According to Anderson, through education man can learn how to live his life in the society and social how to learn its values which gives me the strength of self. According to Durkheim education means "Socialism of Young mind." He wrote that "It's ongoing process of hammering on young child of thinking, experiencing, working and which he never can learn naturally."

In a compressive term education means one process where a group of people able to give it's asocial inheritance for future generation. It is training for child to learn the future things. It is similar to socialism. It makes possible the future generation's development. In the words of Gandhi, "The core meaning of Education is to develop humans and the child's highest and foremost skills means the total development of-Physic, Intellect, and Soul."

The Education can be used in both ways: Compressive meaning of education is this is endless process of life, and it can be lead further any experience of life. In this meaning education's tools can be found at any course of life. The things of experienced can never left behind. From this point view learning means a living life. If we look behind in our past we can find that life's biggest experience which we got form the difference places. It means to learn this kind of education there is no trying process. In our entire life we struggled to understand life's problems, natural impacts from our people and our failures and form sadness, they are all close together. The hypothesis of education is mainly emphasis on the process form which human personality develops the relations of human and his society, and also the relations between human and the universe.

In the terms of the meaning of education is from which we develop our strength and that which helps the sentient form. The education which we get from the schools and colleges are mainly comes in this

Notes

term. For the developments of students psychology teacher presents some thoughts, and from that it helps students to achieve there goal. For the education students get the admission in the education institutes. Prof. Dave in his book 'Democracy End Education', to prove his point regarding the above point, he states that Whether Education come from unconsciousness state or it has any conscious aim.

We generally take the meaning of education with meanly. "It is a kind of process which governed by the state, family or many different forms with conscious achievement by planning. And its aim is to provide the youth a certain way to achieve goal. It's such kind of aim or goal where personality's common developments are included in it or not in there."

In the ancient society education was primly informal. By supervising and direct contact child acquired the knowledge of mores and also formal education and he became more skillful. Though it categorized as informal but it was not totally rejects the formal values. Initiation was there in the formal training. According to Margaret Moore in some of the ancient society, Maya society there was a religious school for priest. Method love physical torture was not there. But the discipline was exemplary. They all obey the orders so that there was no need of external discipline. Unlike modern education system they did not had the larger educational halls, large teaching staffs, exam systems, and certificate. They had have an only single end of education was to create the relations between the generation and upcoming generation. Farmer's son was not allowed to become the Landlord and Landlord's son never became a lawyer.

In the middle age the form of education was become an institutional. There was a degree of difference in the formality was lies in the form of subject things and aim of culture. In Greek the syllabus was based on literature, music and exercise and along with the subjects like history and mathematics. In Rome the high education was based on Grammar, Literature and goldsmith, scientific subject, mathematics, geometry, music and also education of horoscopes, it all was taught in the temples, ashrams. In the 16th Century Christian society members included the subject like, history, geography, archeology, and geologist. Philosophy and religious science were taught at the highest level of education. In India students were taught subjects like Literature, History, Philosophy, Religion, Mathematic, Horoscope, according to Chanadyoga Upanishads. In the renowned university known as Takshshila in their subjects like Science, Arts and three forms of Veda and also eighteen types of art were taught.

The difference of syllabus was there because of the cultural difference in the society. Education was limited for the only minorities. Most the other peoples were not allowed to take education. Schools were generally made by religious institutes.

Science of Education, Commerce and trades were developed along with Protestant movement and for that education became popular. But this system was accepted in only 19th century. Along with neutrality of Religion education was also become popular. It is no longer limited to only a few people. There were two reasons behind secularisation and popularisation of education during the 19th century- evolution of strong nationalistic states and spread of democracy. Democracy broadened the purpose of education. Universal education was accepted to be essential for existence of democracy. One aspect of democracy on education was to make it people oriented. People became familiar with the concept of mass education which later gave birth to the concept of compulsory free mass education. Democracy has had a great role in transforming the system of education. Along with this, the progress in technology necessitated many changes in the syllabus. Capitalism and its technologies developed various techniques and innovations for which no guidelines were available in the earlier dispensation. Education has now become specialised training where more emphasis is placed on commercial education than on general education. It is being tuned to suit the new demands of developing an untraditional financial system. There are technical teachers in our schools. Huge amounts have been invested and there are large mass of students enrolled in such courses. Their purpose is not only to consolidate the presently available knowledge but also to quest for new knowledge.

Social aspect of education

The primary work of education is to develop the personality of the child and develop tendency in him towards good conduct and enable him to enter greater community life. Hence child of each society is

Notes

taught about the aspects of the society are simple and the best. Keeping this purpose in mind, Aristotle has emphasized use of music and fairy tales in children's education. According to him, Good music reflects the goodness of the world. By this, the person listening to music develops attachment to the purpose of the world. Music is the most influencing tool amongst all good forms of art, containing images of all good qualities. In modern times, music is taken to be the medium for education in nursery and kindergarten schools. The other influencing media in initial education are rhyme, poems and children's stories. JK McRidge has written in an outline about our society that a story based on a good idea or enduring idiom easily touches the heart and, remembered for a longer time, resides in a corner of the heart as an aspect of happiness and becomes a source of inspiration for the entire life. In this light, music, poems and fairy tales become the basis to enforce the laws. Law imparts certainty and permanence to the good traditions of people but their capacity is based on the limitations to which the traditions have impacted the minds and hearts of people.

The most important subject of initial of children is the language of their people which contains all things like knowledge, introspection, purpose and ideal, pride and limitations, etc. Along with this, study of nature is also important which is a study of the child's relations with his environment. Tagore put emphasis on such education as according to him, it is the best and most effective way to open the minds. It begins from observing but soon acquires feelings and thinking and ultimately becomes a part of human life.

When the child grows older, the power of deliberations come within him. Then he learns grammar, arithmetic, geometry, general concepts of morality and introspections regarding religion and relations through which he analyse relations with the universe and develops inducements to study the questions related to life and death.

That is why, the most important task of school is it make the modern generations social, to equip them with values and ideas and to enlighten them with traditions of the society. But there is no uniform pattern of socialization. It takes different forms in different societies. In this way, in ancient India, formal education was imparted by Brahmins. They were the repository of knowledge and directors of Hindu life. In ancient India, a child started his education at the age of 5 with the learning of the alphabets. The emphasis of education system was more on the life and less on learning. After the initiation, the student had to imbibe physical and spiritual disciplines. Tools, Schools and ChatusPathis acted as agents for teaching religious and cultural traditions to the coming generations. There were similar arrangements in each society for children's initial education. The difference was only to the extent that in India, religious teachings was more effective than the West, Islamic community or China. However, education was not organised as a separate activity in the general societies. It was imparted by family or other primary groups or acquired as everyday activity of life from the entire society.

Education teaches the child the responsibilities of a good citizen. Those who want to study further, to increase the knowledge beyond the learning and mental fundamentals so as to consolidate the real traits of education like law, medicine, technology,etc; they can do the same in some colleges and universities. The college is prepared to extend help to the students and facilitate their paths to progress. The main work of college is to impart higher and liberal education which is not available in school. Though college educating is more specific than school education, it tends to increase general knowledge and not skill and techniques. On the other hand, education in university is specialised in the sense that the student learns in details those subjects in which he is interested in. University encourages research in specific departments. Apart from colleges and universities, there are technical institutions which impart training on technical aspects, special knowledge e to a student, according to his natural traits and capabilities.

In ancient times, when science had not developed, technical education was usually imparted by family and professional groups in an informal and practical manner. There were no specific institutions for teaching like the present day. For example, a child born to the family of a carpenter or blacksmith learnt the skill of the trade from his family members internally. The condition of technical education remains the same even now, especially in rural India.

Notes

Function of education for the society as a whole

According to Emile Durkheim, the principal function of education is to bring changes in the rules and traditions of society. "Society can survive only when there is enough unity amongst its members. Education generates unity and establishes it. It determines the required similarities amongst children which is essential for community life. "The principal responsibility of society is to unify all individuals as a community. Individuals should have affinity to the society. Durkheim states that education teaches the individuals an society the values, ideals, community traditions and thoughts and equips them with principles which imparts required unity amongst individuals and society.

Secondly, Durkheim argues that formal education given by schools cannot be given by the family or any special group. Family is a union of patrimonial members who are united by blood relations. Hence, family relations is full of love and affection, kinship, feeling etc. According to property of nature, an individual does not see beyond the family and understands the assurances and problems of greater society while remaining within it. People are seen as good or bad according to one's choice. By nature, membership of any special does not prepare any individual for the greater society. On the other hand, institution of school is a hard way in which one student interacts with other students of his schools maintaining certain rules. According to Durkheim, "the child learns to respect general laws by respecting the rules of the school. He develops the habit of self control and self -restraint. It is the beginning of performance of duty which indicates that life has begin with earnestness". According to Talot Parsons, a family or a group of respectable people follow specific rules while schools follow universal rules. In this way, school prepares them for their adult role.

Thirdly, Durkheim argues that formal educational institutions apart from teaching general values, teach required unitary skills for social responsibilities which provides diversities required for social cooperation. Earlier, in the industrial society, technical skill was taught mainly by the family and professional group in an internal and practical way. In this way, a child born to the family of a carpenter was trained by family members informally. Industrial society has become much specialised and complex which demands skill of high order. Complex division of labour which is a characteristic of industrial society by definition, indicates continuous strengthening of social solidarity. He calls it physical unity. Industrial society derives strength and unity from such agreed values and division of labour. It accepts that interdependence is one condition of life.

Fourthly, as Durkheim says, "the purpose of educationist to awaken physical, intellectual and moral levels in children which are essential for their development, as per their inborn capabilities." Whatmore further elaborates the statement of Durkheim by saying that the work of education is to develop the children according to their special abilities. The traditional meaning is - to prepare him for the membership of specialised groups in the social strata. "There is social division in almost all societies. Wherever there are classifications in societies, there are differences in education too. Division by class is reflected in the system of education; in facts education acts an agent to maintain the special privileges and self-interest of classes. By this, divisional classification is perpetuated. In this way, education of higher castes in India was quite different from the education of the general mass, in ancient times. The education of the first category was performed by patrimonial pundits which included secular ideas to a large extent and it basically related to religious and Vedic scriptures. With the establishment of British administration in India, the old system of education perished. But the decision to implement English education segregated from society those who had English education. Even after 6 decades of independence, there are class divisions due to different types of schools for different social groups. There are such classifications in educational systems in all modern societies despite their professed commitment to ultramodern ideas.

Fifthly, it cannot be denied that education is important as an agency of social control. According to Durkheim, its purpose is the transfer of standard and value by older generation to those people who are not ready for social life. Once a child acquires intellect and introspection, his activity and conduct become intellectual too. Affinity towards social and values become spontaneous. There is a deep

bondage between society on side and individual on the other. Seen in this context, education appears to be a very strong and effective agency of social control. The question of enforcing social rules arises only when people become socially wayward, or, implementation of social standards arises only when people go socially astray, or, have tendency to deviate the standard. It is unnecessary to enforce social prohibitions in the circumstances when educational agencies are transferring social rules and values to the individuals at the time of their education.

In the present times education has become less effective as a tool of social control due to certain conditionality. For example literacy in the earlier societies was so important that it was the basis of strength and prestige. Teachers were also generally happy receiving prestige and honour. That is why; there were no difficulties for teachers to mould the conduct of children acc to social traditions and values. With industrialization, the standards of values have changed. Wealth, not education, has become the basis of prestige in the society. This has diminished the honours of the teachers to a certain extent. Apart from this, the prestige of teachers has declined because of mass literacy in the modern world, because now he cannot be put in a separate category as an educated man. There is one more fact to refurbish this purpose. Now-a-days the values taught by teachers are devoid of official authority. They have to complete with family, religious groups and news media. In this way, there is increased possibility of conflict between different activities in modern society and social control by different agencies. That is why Indian universities do not impart religious teachings. In the circumstances, a boy or a girl, who comes from a conservative family which has its own religious traditions, finds internal contradictions between secular education of the state and religious values of the family.

Education and equality

In this age, when we swear by democracy, the ideal of equality if education to all is accepted as a component of democratic process. The difference in education is being reduced in all societies. But experience tells that the equality in result is not balanced with the equality of education. The cultural deprivation of a section of the society is one amongst many obstructions in this path. We may consider about the children of the backward classes, Scheduled Caste and Scheduled Tribes. There may be many more groups, which can be brought under this class. The characteristics of a culturally deprived student is that his environment is poor in the economic sense as well as cultural sense. He might have reached school without the traditional lullabies of his mother, knowledge of nursery rhyme and folklore of his country. In other words, a culturally deprived child does not come from his home and environment with a free intellect and happy state of mind so that he can properly adjust with the situation.

The matter relates to culturally deprived children creates problems in the popular ideal of equality of education. The internal principle of the equality of education is that if equal opportunities are provided to all students, every student will get full opportunity to develop his abilities. But it has been seen gradually that similar type of state education will not give equal opportunity to all because many in the system will be travelling with millstone of social depravity.

This understanding has changed the principle of equal opportunity of education. Earlier it was thought that we meet the requirement of equality of education when entry to the field of education is easily available to all. Now it is argued that equality of education can be there only when the level of reception of education will be equal in all groups. The meaning is that now everything has come to the equality of examination results from the equality of opportunity.

The next question is how to ensure equality of examination results. It was suggested that some compensation can be given to the socially and culturally deprived. It is thought that such method of compensation will enable the culturally deprived to fully avail of all opportunities meaning thereby help will be given to those people who have remained backward so that they can compete equally with those who are not so deprived. This thought is behind the tradition of discrimination against culturally deprived students. It means that there should be additional arrangements for education of the culturally

Notes

deprives student to fully avail of all opportunities meaning thereby help will be given to those people who have remained backward so that they can compete equally with those who are not so deprived. This thought is behind the tradition of discrimination against culturally deprived students'. It means that there should be additional arrangement for education of the culturally deprived student.

Supplementary education programme was vigorously implemented in America as a part of President Johnson's war against poverty. Millions of dollars were spent on Operation Head Start. This was a widespread programme for preschool education in the low income areas of the country. The purpose of the programme was to provide educational environment to the culturally deprived children and to inspire them to fully avail of equal opportunity of education. It was reported that the result was not encouraging. In England supplementary education started in the later part of 1960 in certain selected areas called Educational Primary areas. The organiser of supplementary education in the area says 'even if it is difficult to evaluate the result, the report from the priority areas is discouraging.' There are reasons behind failure of supplementary education programme in America and England. It is doubtful that in India also protective discrimination method has given expected result. How to understand it?

It is argued that in educational institutions efforts should be made to develop the environment instead of concentrating only on children so that the entire society and family will be deeply influenced.' It is not important how much you work in school. The truth is that you cannot be effective at all without the informal help from home. It was suggested that a community school associated with school as well as community be established. It was further suggested that parents should be taught to help the children. In this context it can be said that the Nation Literacy Programme implemented by the Government of India since 1978 aims at educating the adults of the society between 15 and 35 years of age so that they can prove to be source of inspiration for the young of the society for best use of available opportunity of education.

Though there are many supporters of supplementary education, there are detractors also who criticise the idea as well as its basic principles. The critics argue that the theory of cultural deprivation is a sham which is utilised to hide the deprivation in education. It is said that the problem is social and economic and can be solved this way. Supplementary education does not present any solution of this fundamental problem. Critics say even to the extent that ' supplementary education is a deviation from actual practical principle' and it can never be successful as long as social inequality and economic deprivation or deficiency persist.

In other words, humanitarian approach in small measure need to be converted to an integrated humanitarian approach to include different aspects of social life.

The purpose of education

Education has vast social importance. Since ancient times philosophers have extensively deliberated to define the form and purpose of education. In modern days too, eminent educationists and teachers have given important place to education in their works.

Johan Amos Comenicus of Czechoslovakia is known as the first eminent educationist. He criticized the traditional emphasis given to logic and rules of the scriptures and emphasized that the method of education should be according to the mental development of the child and the subject matter as per his liking. English philosopher John Lock has written that 'the necessity of education should be to develop mental discipline' and 'it should be secular, not religious'. According to Rousseau the purpose of education is to intelligently direct the natural instincts of the child in order to train him properly. He supported mass education also. Froebel who introduced Kindergarten system believed that the purpose of education is 'complete life'. According to Pestalozzi the purpose of education should be balanced development of all faculties. Its ultimate aim should be improve the conditions of the people. John Dewey, the father of the movement for progressive education believed that education is not the preparation for life but living life itself. Auguste Compte, the father of sociology, believed that the purpose of education should be development of good feeling and sympathy towards fellow beings.

Notes

Herbert Spencer believed the purpose of education is to prepare individuals for appropriate living in the society. Samner believed the purpose of education is to develop well organized critical faculties in individuals which will restrain him from acting only by suggestion and emotion and blindly following traditional rituals and enable him to take decisions on the basis of logic and conscience. But he did not consider education as an unfailing medicine. Giddings believed that the purpose of education is to' develop self-respect and self-control in individual, to free them from superstitions a and ignorance, to impart knowledge and to enable them for realistic thinking and to help becoming wise citizen. According to Durkheim, the purpose of education is to socialization of the young generation.'

Thus, writers have described differently about the purposes of education. According to Arnald, we can make the objectives described in the following manner—

(1) **Fulfilment of the socialisation-process**—The first and foremost purpose of education is the fulfilment of socialisation process. Though family is great source of socialisation, yet it is not able to perform this duty well in modern times. Family has failed in inculcating the sense of responsibility in children. One Sociologist has described its reason in the following manner ---

"Partial reason of this situation is that we are attracted towards urban life which the sociologists call secondary group-organisations, that is such a society which is known for disappearance of home and garden, domination of commercial distinctions, individualism in choosing friends, religion, life and variety of amusement; general manners of formal relations are characterised by impersonal social relations. The life in cities appears to be artificial compared to the rural life some centuries ago."

School has entered into this vacant space. It is so far understood that it is the responsibility of the school to develop in the child, the sense of honesty, justice, sympathy, right and wrong. Parents, whose control over the adolescent child has ended, now expect from the school to complete the deficiencies of the family in teaching courtesy and morality. There is now excessive pressure on schools for socialisation which used to be the work of the family sometime earlier. Apart from the socialisation of the young, the school devotes adequate time and energy in the matter of cooperation, distinguish citizenship and performance of duty. Sense of patriotism, is developed.

(2) **Transmission of cultural heritage**—Secondly, the purpose of education is the transmission of cultural heritage. The significance of cultural heritage lies in the past and in the understanding of its arts, literature, philosophy, religion and music. The child is indirectly introduced to his cultural legacy by the textbooks of history and cultural functions related to patriotism. But the endeavour to achieve this purpose is made at the higher level of education.

(3) **Improvement in the mentality**—Thirdly, the purpose of education is also to bring improvement in the predestined wrong tendencies in the child. In the family, the child gathers different types of mentality, beliefs, devotions, and prejudices. It is the work of education to rectify those beliefs and prejudices. Even though school cannot do much in this direction as the child's attendance in the school is irregular, yet schools should continuously strive towards improvement in the mentality.

(4) **Establishment of profession**—Education has utilitarian purpose as well. It has to enable the youngster to earn a livelihood. Education should be able to build capacity in him to do some productive work by which he can earn adequate money for himself and his family. The young should be capable of performing a productive role in the society.

(5) **Development of sense of competition**—The main stress of the school is on individual competition. In the matter of study of each subject, a child is compared to his fellow students on the basis of marks acquired in the subject. Teacher praises the good students and reprimands the bad students. The school does not only classify all its students on the basis of their achievements, but also segregates the students on the basis of intellect and diligence and separates them by promoting some and not promoting others.

Probably, Cardinal Newman has given the best narration of the purpose of education. About university education he has stated—'University education is a great but general medium of a great and general

Notes

purpose. Its purpose is to improve the intellectual level of the society, generate public awareness, clarify national interests, to prepare proper ideals for public jest and proper goal for public aspirations, to provide liberalism and honour to thoughts of the ages, make political power easily accessible and to make individual interactions civilised.'

In India, the thinking about university education as stated in the Radhakrishnan Report as under:

'The purpose of education, which has been accepted by thinkers of east and west, is to provide for integrated view of the universe and consolidate style of life.'

In fact, if this purpose of education is achieved then any student of educational institution will be able to perform his role very well and help in establishing a great world.

Challenges of Education

There are many challenges before education in the context of our civilisation—

1 Firstly, regarding syllabus and its implementation, the problem is to decide what should be taught in the school and university level? How many and what subjects the students will be taking? What will be the syllabus in each subject? We have observed universities and boards to change syllabus which create misunderstanding.

2. Secondly, what should be the purpose of education? As it is clear, the purposes of education have been differently described. Present education enhances the child's memory power only. It does not develop his physical and spiritual capabilities. Education will be meaningful only when it will bring integrated development of body, mind and heart.

3. Thirdly, the educationists have to find a solution for the undernoted disputes:

   (*i*) Up to what extent formal education will be led by social education movement under which the ideal roles are taught by way of analysis of the dogman and medium of propaganda.

   (*ii*) Whether extracurricular and co-curricular activities are associated in the syllabus of formal education?

   (*iii*) Whether moral education can be separated from formal education?

   (*iv*) Whether the education system in soviet Russia has found out the formula for integrated development of mind, body and heart?

4. Fourthly, knowledge of certain subjects are never given to the child as it is held that such subjects are beyond a student's absorption capacity. These forbidden subjects are taught in the secondary or university education level. what will be the future of the child who does not enter into a university? Does exclusion of some subjects from the syllabus of the school not restrict the child from developing into a complete human being?

5. Fifthly, what should be the place of professional education in our system of education? Whether the purpose of education is to produce skilled workers or emphasize on character development?

6. Lastly, in what way can education train people in preserving culture, as well as searching for new values?

7. Another question relates to social mobility. Young people with modern education are leaving villages, an migrating to the cities by which, development of rural areas has been impeded. Hence, what should be the form of education so that educated young people are not attracted towards the cities and contribute to economic process, residing in the rural areas?

Sometimes education is applied in assimilation of dogma. Thus, in socialistic countries students are taught socialism and in Islamic countries fundamentalist Islam is taught. Though social stratification in India has ended in one sense, it has reappeared in another form. The so called "public school system" has created a new class—higher class children who do not like to play or keep relation with lower class

children. In the society an aristocratic class of children whose life style is coloured with the colour of the west has taken birth. Hence the question before education in India is whether to put an end to the public school system of education?

Education as an agency of social control

Education, whether formal or informal, is an important agency of social control. Hence, such education is imparted which will mould the individual according to the ideals of the society. Education is a type of socialisation and it performs its duty of social control in the process. If appropriate socialisation is achieved the members behave according to social rules and values and do not exhibit divergent behaviour. Education system by clarifying the moral thoughts and bringing intellectual development of the individual contributes to social regulation. We may put the control function of education as under:

(1) Education provides individual the ability of self-analysis. Because of this capability individuals on their own follow the regulations of the society and there is no need of any external pressure in this.

(2) Education gives rise to sense of self realisation in us by which we start understanding the difference between right and wrong behaviour. When we separate the right from the wrong we naturally choose right, then. Thus, with growth of education we understand right behaviour and adhere to the same. By this social control is automatically maintained.

(3) Education has the capacity of handing over the culture. We learn about our tradition an ancient culture through education. One generation does not build up entire culture. Through communication of education only the young generation learns about the esteemed rituals of the older generation and follows the same. Because of this society remains under control.

(4) New definition and standard of stratification of the variable society are obtained through education. In rural or tribal society an individual's status is determined on the basis of his birth. Against this, in the variable society where new values evolve, education is important basis for determination of status. Like this, education producing new basis of determination of standard in society in place of the disappearing old method of status-determination. By presenting a solution to the transition process arising out of the ending of status based on inheritance, education has solved one problem of socialisation.

(5) It can also be said that education tries to find solution to the tensions coming upon immaterial culture. We have already stated that immaterial culture is related to those elements in society which we can neither see nor touch. For example, folk rituals, knowledge, traditions etc do clash with new thoughts in a novel manner, to preserve their existence. In such circumstances, education gives us logic and conscience on the basis of which we accept the useful sites of traditions and rituals. Thus, education by creating a balance between the useful sides of traditions and modern thoughts, helps maintain control over social organisations.

(6) Education creates liberalisation in individuals. An educated man generally does not become fundamentalist in his behaviour. That is, an educated individual, by not becoming fundamental in his behaviour in changing circumstances, brings changes and this helps him in his liberalisation. The liberalisation leads to adaptation in society. In the absence of such adaptation, there is social tension which is the biggest problem of social control. The problem of adaptability has cropped up between labour and manager, student and teacher, father and son now-a-days. Education has important contribution to this field.

Finally, it is necessary to clarify one matter. It is not necessary that all agencies of control will be effective in all circumstances. Religion or traditions are not very effective in city or the society influenced by urban values. As against this, in traditional societies like rural as well as tribal areas, religion and traditions are more effective than laws passed by the state. In essence, various agencies of control are associated with various social arrangements.

Notes

Education and social changes

It is realised that in order to achieve the values of violent revolutions in extended level, it can only be done by way of education. Education can reach the ordinary people. It is also realised that it is not easy to extend education to the general population because it requires strong will and committed work. Despite this, education is the tested tool of social development in the world. In India also, this logic is true, but it needs a well-defined plan.

If the citizens express inspirations and popular skill and determination then they can participate in the struggle for national development. Inspiration and determination are the natural specialities of eminent members of the society. State and other associate arrangements which relate to rights and control create such environments by which education system generates and develops determination and skill. Thus, system of education becomes an important element for national development. The people related to sub-organisations of education include policy makers, education organisers and administration. Along with this, we can also discuss about those officers who distribute the means. Apart from this, the co-coordinators who provide shape to subject matter, associate administrators, writers of concerned books, managers of the organisation and teachers are also included. It is necessary that all these people possess determination and skill. They should be devoted to their work and be prepared for any type of sacrifice.

Education is such a medium through which stability/continuity can be attached to the posts related to social class, from generation to generation. The relation between educational achievements and business achievement s can always be seen. In the Indian context, the inequality based on caste, impacts different classes. Till recently, the Brahmins had almost exclusive rights over the opportunity of education. In modern times, this exclusive right of the Brahmins have diminished, though. Now the problem is that no member of any caste can be prevented from taking admission in public school but financial problems/constraints and dearth of schools, they are deprived of admission in schools.

Thus, changes come into existence principally due to industrialisation. hence, in modern times, education has accelerated the pace of commercial development beyond expectation. Education has been accorded foremost priority because it is very important characteristic of modern society and helps in 'High Level momentum', that is, help achieving the opportunities of development. Hence it can be said that education has great relation with business achievement and opportunities.

Modernization and Education

The above mentioned changes and disputes are due to change in syllabus of the modern educational institutions. Modern schools, colleges and universities do not much believe in imparting teaching on life as was being done by earlier educating methods. It was because the traditional education was for a passive and unchanging society. It was such society which was not a partner of intense transformations due to industrialization. On the other hand, modern societies is full of intense and extensive changes. In such a variable society, the purpose of education is spreading and communicating the technical and other specialised education in a modern way. In other words, keeping in view the demands of changing world, corresponding change in the substance of education is required.

Far reaching consequences of the changes in subject matter and method of education have come to the fore. Plethora of study materials provided by modern science has made it essential to reduce very much or stop altogether the study of language of scriptures or literature. It means separation of the students from the tradition and cultural heritage of the community. It is argued that in such circumstances, individual will be cut off from his roots and his creative power, especially his emotional and spiritual sharpness will die down due to lack of food. It is a riddle for the modern human being. He thinks science and technology to be essential for livelihood. But if emphasis is put on technical education, he will be deprived of the repository of rich traditions of the past. It is not easy to solve the riddle. Secondly, many desired values of the past have lost their earlier importance for want of modern science and technology.

Notes

People are not prepared to accept those without raising questions. Unfortunately, no new sense of value has been able to refresh the old one. This leads to two types of dangers - one of which is for the individual and the other for the society. the society has come to danger because of the fundamental question of what is right and what is wrong, what is appropriate and what is inappropriate, what is desirable and what is undesirable. The danger for the individual gives rise to the truth, 'Though situated in the midst of complicated and magical machines what way is he better placed than a cruel and clever monkey?'. Thirdly, it brings us up to one facet of science and technology which we can ignore only at our peril. Man was immersed in quest of natural science throughout the nineteenth century. Wankhen echoed the thoughts of many by saying 'knowledge is power'. But now-a-days, many famous scientists have half-heartedly reached at the conclusion that 'Unfortunately, knowledge has power'. Robert Jenk has commented on the aspect of science in his book 'brighter than a thousand suns' as follows:

"The ages which ended with the development of all powerful disciplines is also known because of the unanimous development of science and technology ', but now the widely venerated physicist Herzenberg says that -' The space where man has evolved as an intelligent being, there are more dimensions in it than the dimensions of the traditional directions continuing since ages. This new liberalism which is related to inhuman or atomic disciplines has been generated from atomic research. The power of atomic bomb comes from the root like the new philosophy of liberalism in modern man. It is motivated by the experience of nuclear research. This demands rethinking and re-evaluation in planning of education which is part of modernisation. '

1.12 Summary

Reviewing the field of educative sociology, Dan W. Datson has written "Educative societies" interest is in entire cultural mass in which individual earns and consolidates experiences. Especially, educative society is interested in the aspect as to how to organise educative process to develop good personality.'

1.13 Keywords

1. **Democracy—**Rule by people
2. **Need—**Requirement

1.14 Review Questions

1. Write the meaning of sociological basis of education.
2. Write the meaning and definition of sociology.
3. Write the objectives of educational sociology.
4. What is the impact of educational sociology on education?
5. Write a short note on "Sociology of education".

Answers: Self Assessment

1. Interdependent	2. Real	3. (a)	4. (b)
5. (a)	6. (a)	7. True	8. True
10. False	9. True		

Notes

1.15 Further Readings

Books

1. Philosophical and Social Bases of Education—*Mathur, S.S., Vinod Pustak Mandir*
2. Philosophical Bases of Education—*Sharma, Yogendra Kumar, Madhulika Sharma*
3. Philosophical Bases of Education—*Sharma, O.P.*
4. Education and Psychology—Measurement and Evaluation: *Shashi Prabha*
5. Philosophical Bases of Education—*Pandey, Ramshakal*
6. Sociological Bases of Education—*Choubey, S.P., International Books, Meerut*
7. Philosophical Bases of Education—*Sharma, Dr. N.K.*

Notes

Unit 2: Socio-Economic Factors and Their Impact on Education

CONTENTS

Objectives

Introduction

2.1 Meaning and Definition of Society

2.2 Relation between Society and Education

2.3 Meaning and Definition of Economics of Education

2.4 Education as an Investment

2.5 Education as Human Capital

2.6 Education and Economic Development of a Nation

2.7 Summary

2.8 Keywords

2.9 Review Questions

2.10 Further Readings

Objectives

After going through this module, the students will be able to understand—

- The meaning and definition of society.
- Relation in society and education.
- The meaning of economics of education.
- The educational and economic development of a nation.

Introduction

Most societies establish their education as per the societal needs and aspirations. And society's needs and beliefs depend on geographical, social, cultural, religious, political and economical conditions. Even the changes occurring in society alter its forms and needs and the structure of education changes accordingly.

Notes

2.1 Meaning and Definition of Society

A General meaning of society is usually a collection of people. Almost all sociological scientists have carried out studies on these main collections of people. In anthropology any collection of people is referred to society, even if it is the primitive community. In geography people of the same civilization are referred to society, such as Indians, Europeans. In the arena of religion, those who believe in a specific religion are referred to one society, like Hindu religion, Christian and Muslims. In the political field, those forming part of the ruling movement are referred as one society, as Indian society, British and Americans. But from a sociological stand point, society has a separate meaning.

Notes From a sociological point of view, a collection of people is not regarded as society but the social relationship among a group of people is regarded as society.

Now the question that arises is what does sociological relationship mean? When there is a mutual responsive relationship between two people or more (for eg one is doing a work for the other) we then say that a sociological relationship has been established between them. This does not necessarily mean that they should share positive vibrations; it can also be a struggling or difficult relationship. Sociology focuses on these two types of relationships.

All sociologists believe that society is intangible/abstract and they have described it in various ways. Some of the main descriptions are listed hereunder. Talkant Parses has said that "society can be described in a complex way as the means or symbol through which relationships are established among men, whether realistic or symbolic."

Maciver and Pej have described society in a much bolder manner. According to them, "society consists of rules and methodologies, rights and mutual help, diverse groups and divisions, code of conduct and freedom. These continuous changes are known as society."

2.2 Relation between Society and Education

Education and Society share a complementary relationship, but before pondering over the relationship between these two, it is essential to know the real meaning of society in connection to education. Sociologically speaking, society is abstract, it is a network of social relationships, but for the common purpose the sociological characteristic that arises from social relationships is called society. In the sociological language this is called a society. Today in almost all countries of the world it is considered to be the first and foremost duty of all States to provide education and from this point of view, the State's perfect nation is regarded as society. Today when we speak of society in the context of education we imply the perfect nation. When we speak of such a society, we emphasize on the people it consists, the group of people and the different relationship that exist among them, that is, we focus on the activities. Hence the way a society is, its education is alike, and the way the education is, the society it operates in becomes alike. The conclusion is as follows:

Society's influence on education

Most societies establish their education as per the societal needs and aspirations. And society's needs and beliefs depend on geographical, social, cultural, religious, political and economical conditions. Even the changes occurring in society alter its forms and needs and the structure of education changes accordingly. Hereunder is a detailed description of the above.

1. **Society's geographical situation and education**—life in any society depends on its geographical situation. In that case its education also tends to be influenced accordingly. Societies whose geographical situation is such that men have to struggle for their live, for most of these people time

is very constraint for education and making wealth; consequently they are not motivated to acquire education and their level of education is low. On the contrary, society's whose geographical situation correspond to men's needs and is full of natural resources, its inhabitants have time for both education and wealth, consequently their education level is high. In agricultural countries, education's main focus is on agriculture and in productive countries; education's main focus is on production.

2. **Society's restructuration and education**—various societies have various forms. In some societies there are caste and casteism, however in others there is no case itself. Likewise in some societies there are family lineages in our Indian Society, when there was rigid caste system the Shudras were deprived of education and today when the belief on caste system has been eradicated. There are campaigns on making education accessible to the various castes.
3. **Society's culture and education**—among the various disciplines, culture has been regarded in various ways, but in ancient times, prior to a society's culture, its lifestyle, eating habits, code of behavior, ways of thinking, rules and regulations, music and arts, folkloric dance, language, religion, principles, beliefs and values would make its identity. The first factor to influence a society's education is the prevailing culture. Any society' education system is determined by its religion, principles, beliefs and its aspirations, in its educational curriculum utmost importance is given to the language history and religion and in educational institutions positive code of conduct/behavior is adopted.
4. **Society's religious situation and education**—as such religion is a part of culture but here it is being dealt with separately because since its beginning, religion has impacted hugely on education. Secondly concerning religion there are diverse opinions by scholars, some consider religion as being complementary with education while others consider it as separate from education. From the standpoint of religion, society can be divided in 2 parts namely: firstly a society which believes in one religion, secondly a society which believes in different religions. These societies have different education systems. The former gives importance to a specific religious education, as in Muslim countries. In the latter, giving importance to only a specific religious education is impossible, it therefore adopts a multiracial education system, as in our India. In some countries there is no place at all for religious education like Russia.
5. **Society's political situation and education**—society's political situation also impacts on education. For instance in dependent countries, education's structure is such that people remain ignorant and unproductive while in independent, people get education to become productive citizens of tomorrow. Along with this there is another fact; countries which are secured have a stable and effective education system unlike insecure countries which focus only on developing their army forces and weapons.
6. **Society's financial situation and education**—Society's financial situation also has an impact on education. Society's who have a financial vision make provisions for an effective education system. They gather all means to provide compulsory and free education to one and all, like America. Progressive societies like India emphasize much on making quality education accessible to one and all. Societies who lag behind in the financial aspect neither can they think of compulsory and free education nor can they provide quality education to the population, like Bangladesh. The system within which the society operates also impacts on education. Societies based on agricultural sectors focus less on education, while those on commercial sectors focus relatively more and productive sectors focus the most.
7. **Social changes and education**—We know that the society is ever changing. History knows that when society changes, so does its educational. For instance in ancient times, in the Indian society, there were less material needs and the focus was mainly on spiritual needs, due to which the education system emphasized more on religion and ethical values. But today due to the increase in its material needs and lack of interest in spiritual needs, education focuses more on science and modernity. Long ago women were satisfied being housewives, that is why their education was limited to basic reading and writing skills and household chores; today however, they walk side by side with men and excel in all fields, equal education is provided to men and women alike. When so ever there is social revolution, it results in huge changes.

Notes

Education's influence on society

If it is true to say that society has an impact on education, it is equally true to say that education, in turn, does influence societal norms, its cultural, religious, political and financial aspects. Education lays the foundation for human society. It determines the structure of society by bringing progressive changes in it.

1. **Education and control on society's material needs—**There was a time when man was regarded as slaves of material needs, but today he has been able to master his material needs through education. Gone are the days when the river and mountains were mere obstacles in our paths. Education led to the construction of airplanes, and through airplanes we not only fly over huge mountains and deep rivers but also reach far destinations in a short lapse of time. With education we are being able to control all our material needs.
2. **Education and the Structure of Society—**It is only through education that man gains ample knowledge on how his society, the world and the entire universe operate. On the basis of this knowledge he determines the principles of his life and in search of these principles he analyses different societies. A sincere human being does no discrimination towards not only human beings but objects as well, he treats all alike. But the non compassionate individual attaches importance to only the material aspect of life and nurtures the principle of inequality. In like manner there are different societies based on various ways of thinking. One on hand education protects the social norms and structure and on the other it also brings required changes.
3. **Education and society's culture—**Most societies undergo a transit in cultural values through education itself. Hence education is the protector of culture. When man becomes knowledgeable, he brings changes in his cultural values based on his personal experiences. In this manner education plays a role in the upliftment of culture. With the lack of education we cannot even imagine to uplift culture.
4. **Education and society's religious situation—**We can see that one society includes a specific religious subject in its education structure; one adopts liberal views on it and makes provisions to teach different religious subjects that exist in the world while another one does not at all cater for including religion in education. Consequently in the former we tend to see the concept of hatred towards other religions, in the second one the openness of multi religions is seen and in the third one is experiencing the end of baseless religious beliefs through worldly science and on the other hand with the increasing social anarchy man is adamant on having an education based on the real culture. On the basis of education people cannot understand the real nature of religion.
5. **Education and society's political situation—**With education man's knowledge increases and his conduct is directed towards the right path. With knowledge man gets the strength to distinguish from untruth to truth. With education there is political upliftment; man becomes acquainted with his rights as well as duties. Education itself incites the feeling of nationalism and internationalism in man. Without high education man can only be the blind citizen of nation and not an awakened productive citizen of tomorrow.
6. **Education and society's financial situation—**There was a time when men would acquire only human values through education, and not solutions to fulfill his basic needs for hunger and shelter. It might happen that at that time there were no provisions for effective universities, but this kind of education was prevalent among families and acquaintances, so how could this aspect benefit from any upliftment! Today education is the cornerstone for an effective financial stability. With education man makes successful attempts to acquire a good job. It is seen that wherever such education exists, the society enjoys rapid progress in the financial aspect. Without education we cannot progress financially.
7. **Education and social changes—**If it is true to say that society brings changes in education, it is equally true to say that education also leads to social changes. Through education man learns

about his religion's languages, the norms for a healthy lifestyle, eating habits, rules and regulations and he becomes acquainted with his skills and abilities. This leads to his moral upliftment and he continuously thinks about the progress of his society and this universe. He makes new experiences by living in the society and becomes acquainted with the social needs and concerns. He begins to think about solving these social concerns and uplifting the society and with his thoughts he influences the society positively. Sometimes an individual alone changes an entire society. Without education all this is impossible. For social revolution education is primordial.

As mentioned above education and society are complementary, a society's education is totally in line with its material, social, cultural, religious and political situations. Furthermore whenever there are social changes, the education system changes accordingly. And the kind of education being provided in a society affects its material structure as well as its religious, cultural, political and financial one. Education plays a primordial role in bringing social changes.

Self Assessment

Fill in the Blanks:

1. A group of people is commonly known as. ..... .
2. Society and education share a. ..... relationship.
3. Based on the financial situation, the societies' education are. ..... .
4. ..... is the foundation of society's financial situation.
5. All sociologists regard society as ..... .

2.3 Meaning and Definition of Economics of Education

Among all the factors that influence education, one is society's financial situation. It is seen that a society which is financially strong can make better provisions for the education of its children. On the opposite it is also seen that societies which invest more money and time in the education system, do excel in their financial situation. Evidence shows that when education scholars carry out studies on financial resources this paves the way for a better education system ahead. After the second World War, when many countries became independent, they started to focus on educational advancement in order to ensure development in all aspects of the country.

The economics of education focus on how to make maximum use of limited resources for the benefit of a country. And an education system to be able to produce the nation increased. To achieve this objective, financial systems of education in economics society and first have to study the economic sources. The way the financial situation of a society is, its education structure is same. On the other hand it is equally true to say that a society which invests adequately in its education obtains much revenue in return. This is why studies are carried out to analyze the correlation between education expenditure and financial revenue. Expenditure pertaining to education includes the expenses carried out by society, the nation and the individual includes all the benefits to be enjoyed by men through the education in the forms of modern and future achievements. There are two kinds of benefits- firstly there are visible ones like physical and material development and secondly there are invisible ones as mental, character and ethical development. Societies make utmost use of their financial resources to provide an effective education by taking into account the following two factors. Firstly what are the demands in society pertaining to education and secondly government's financial resources and methods pertaining to education. In this connection the government provides grant to carry out studies and make necessary amendments. Along with this it determines the education for the society and to implement this education system it determines the aspects for income and expenditure. In this way today's education scholars are very global.

Notes

Self Assessment

State whether the following statements are True/False:

6. Society is non-changing.
7. By expending on education, there is an increase in national income.
8. With education one gets the strength to differentiate between truth and untruth.
9. Education can be seen as the never-ending wealth.
10. The expenditure invested in education is worthwhile in itself.

2.4 Education as an Investment

When wealth is invested in something with the objective to have even more wealth in future, we call this an investment. Through education there is progress in man's wealth and he makes use of this for future. In this way the resources invested in education is an investment in itself.

As such education is a lifelong process for man but in this context the concept of education is limited to quality education which enables government to achieve its objectives. It mainly consists of ordinary, tertiary and professional education. And in our India an attempt is being made to make ordinary education compulsory till the age of fourteen. After ordinary education, there is the need for development in tertiary, professional and technological education; government invests in all these. Financial assistance is obtained even from the public and those seeking to acquire education have do some investment as well. Investment done on these three altogether is considered to be done on education and the benefit obtained from all these three is called reward.

Many studies have been carried out on education and its reward. Based on these studies scholars have gathered few facts:

1. All investments put in education enable to fulfill the basic needs of students such as socializing, playing, and other general behaviors. This education is a consumable element of investment. From this it is obvious that investment put in education bring instant benefit. This is why education is an investment in itself.
2. In any field, a more educated individual performs much better that a less educated one and makes more money. In this way when man invests in education, he is certainly benefitted from this; however he is expected to make more expenses. This is why all expenses made on education is an investment in itself.
3. A highly educated individual is always keen to adopt new ideas and new methods. One is expected to have more strength to adopt new ideas and methods. Consequently he/she is continually successful in making financial progress. From this point of view education is beneficial in itself.
4. In this era, there has been huge evolution in the field of science and knowledge. This knowledge is closely related to apparently any field. An individual who is knowledgeable in agriculture expects to gain output which has never been obtained before from ancient agricultural knowledge. In this similar way those who have acquired education in commerce are expected to excel in this field of work. In the field of business there is a close link with science and technology. Businessmen's success depends on skilled workmen, highly educated engineers and production managers and sales managers. In this way resources put in the education of workmen and engineers are an investment in themselves.
5. The investment put in the education of an individual has an impact on the income of the individual himself. We know that businessmen with common knowledge obtain fewer wages than those who have a diploma, and engineers earn the most. Studies carried out in this field show that expenses carried out in education are an investment in themselves.

Notes

Did u know? Spending on education increases national income.

6. Spending on education increases national income. The more a nation spends on general, professional and technical education, the greater is the increase in national income. From this, it is clear that the expenditure incurred on education is investment.
7. Research in this field also leads to the conclusion that the more the efforts are made by nations to employ education suitable to the demands of the society and education system favourable to them, the more returns are reaped in such nations. In this also it is clear that education in investment by itself.

2.5 Education as Human Capital

There is a very old saying—the King is worshipped in his kingdom only, but a scholar is worshipped throughout the world. There is also a notion that an educated man never dies out of hunger. Education is called the wealth which never ends.

The meaning of capital in English is 'main'. This word is generally used for big cities or capital of a country. In economics, it means 'principal'. In economics, capital refers to that amount by investing which a person earns more wealth. Generally, the more capital a person employs in industry or business, the more monetary benefits accrue to him. The utility of capital lies in its security and proper investment. The same is the matter with education. The more a person is educated, the more educational degrees he possesses, the more qualifications and abilities he has, and also the more he deploys his educational degrees and abilities, the more financial gains accrue to him. And, the way the utility of capital lies in its security and investment, the same way the utility of education lies in its security and proper application. The only difference between the two is that while wealth is an extraneous matter, education is internal to him. On this basis, education is called human capital in educational economics.

Generally, three types of benefits accrue to a person from education- Firstly, he derives mental satisfaction from education, secondly, he gets prestige in the society. And thirdly, he obtains financial gains. Some education is such men get only the first kind of benefit, e.g., spiritual knowledge. Some educations are such from which a person gets first two types of benefits, e.g., to acquire high qualifications in any special subject. Some other education are such that three types of benefits accrue to the person—e.g., the certificates relating to high school, inter, etc. education, degrees relating to graduation, post graduation, doctorate and qualifications relating to law, education, engineering, medical and administration. They get mental satisfaction from these educations, prestige in the society and financial gains. The third kind of education only is called Human Capital in educational economics. It is found that, the more human capital a nation possesses, the more economic development it is able to generate. That is why utmost emphasis is attached to the education relating to production and industry in the present day materialistic world.

Task Please furnish your comments on the relation between education and society.

2.6 Education and Economic Development of a Nation

The economic development of a nation generally means continuous increase in national income. National income is generally computed from Gross National Product (G.N.P). Depreciation of machines

Notes

etc., is deducted from Gross National Product to arrive at Net National Product (N.N.P). Ordinary persons consider Net National Product to be the national income. But economic development is not done for the sake of economic development alone, there should be improvement in the standard of living of individuals. It is possible that there may not be improvement in the standard of living of the citizens in with increase in the national income also but it may actually fall. It happens when the rate of growth in population is more than the rate of growth of national income. That is why now a days; the economic development of a country is measured by the per-capita income of the people instead of national income. Per capita income is arrived at by dividing the national income by the total population of the country. But it is also possible that increase in per capita income may not raise the standard of living of the citizens. It takes place when there is devaluation of the currency, increase in inflation. Hence it is essential that the current value of the currency is also to be reckoned with the per capita income. Thus, if there is continuous increase in per capita income of a country to the extent that despite devaluation of the currency, there is qualitative improvement in the standard of living of its citizens, then we will call it economic development of that country.

The economic development of any country basically depends on production and distribution. Out of this, production depends on natural resources (land, raw materials, minerals etc.) and human resources (capital, machines, labour, organisations, administration, research etc.). Distribution depends only on human resources. The inference arrived at from research made in this field is that the economic development of any country depends more on human resources than on natural resources. And, human capital development depends on education. Needless to say, education plays an important role in the economic development of any nation. The more the abilities, qualifications and skills of citizens of a nation are developed, the more they are made aware of production and the more they are trained in the matter of buying and selling of products, the more will be the economic development of that nation.

Now, a question arises as to what type of education is needed for economic development. Ordinarily, people think that for economic development commercial cum technical and administrative education alone are required but actually both general and specialised educations are needed for economic development.

The role of general education

General education refers to the education which any country, state, or nation undertakes as essential and free of cost. Its purpose is the physical, mental, social and morale development in children. Much emphasis is placed on knowledge of language, expression skill, adjustment, transformation. It is found from the research made in this field that these qualities and abilities affect the production and distribution skill the way the knowledge and skill of facts of production and distribution affect those. Hence, individual requires general education before training on special knowledge and skill. In our country India, there is provision of general, compulsory and free education of children up to the age of 14 years. Children can go up to class viii at this age. In our opinion, the provision of general, compulsory and free education should not be linked to age but to the level of education and this level should be up to class 10 under the national education system of 10+2+3. Thus, on one hand, there will be development of knowledge of language, adaptability and variations and on the other hand, this will prepare sub ordinate employees like peons, daftaris etc., and mid level employees like store keepers, clerks etc. Ordinary work of life like work relating to post offices, banks and Life Insurance can be performed by them effectively. The citizens of democratic India deserve to be educated at least to this extent.

The role of specialised education

Specialised education is that which prepares individuals to work in the specialized areas, e.g., agriculture, cottage industry, heavy industry, justice, health and construction. Its purpose is to produce skilled workers, engineers, technicians, law makers and administrators. This work is performed at +2 or +3 level of our national plan of education of 10+2+3 system. It is suggested to provide the training of

Notes

different cottage industries and to prepare specialized workers for heavy industries at +2 level. At +3 level arrangements are for the education for engineers, doctors, lawyers and administrators. Research facilities are also available in different engineering colleges, medical colleges and universities. This educations leads to increase in production in agriculture and industries, distribution system is improved and national is increasing. It results to economic development of the country. It is clear that education is the basic tool for economic development of any nation.

2.7 Summary

Meaning of capital in English is 'Main'. This word is generally used for big cities or capital of a country. In economics, it means 'principal'. In economics, capital refers to that amount by investing which a person earns more wealth. Generally, the more capital a person employs in industry or business, the more monetary benefits accrue to him. The utility of capital lies in its security and proper investment. The same is the matter with education.

2.8 Keywords

1. **Investment**—Capital investment
2. **Capital**—Initial principal money

2.9 Review Questions

1. What do you mean by society? Write the meaning and definition.
2. Describe relation between Society and Education.
3. Describe the meaning and definition of "Economics of education".
4. Write a short not on "Education and economic development of a nation".

Answers: Self Assessment

1. Society	2. Interdependent	3. Multipurpose	4. Education
5. Abstract	6. False	7. True	8. True
9. False	10. True		

2.10 Further Readings

Books

1. Philosophical and Social Bases of Education—*Mathur, S.S., Vinod Pustak Mandir*
2. Philosophical Bases of Education—*Sharma, Yogendra Kumar, Madhulika Sharma*
3. Philosophical Bases of Education—*Sharma, O.P.*
4. Education and Psychology—Measurement and Evaluation: *Shashi Prabha*
5. Philosophical Bases of Education—*Pandey, Ramshakal*

Notes

Unit 3: Socialization of the Child

CONTENTS

Objectives

Introduction

3.1 Meaning and Definition of Socialization

3.2 Characteristics of Socialization

3.3 Process of Socialization

3.4 Factors Leading to the Socialization of the Child

3.5 Factors Resisting Socialization of the Child

3.6 Role of Teacher in the Process of Socialization

3.7 Summary

3.8 Keywords

3.9 Review Questions

3.10 Further Readings

Objectives

After reading this chapter students will be able to—

- Understand the meaning of socialization
- Understand the Characteristics of socialization
- Understand the factors resisting the socialization of the child

Introduction

Neighbors and peers are also instrumental in the socialization of the child. The child comes in touch with his neighbors and his peers outside his family. He spends time with them, talks to them, at times he fights with them, at times he loves them. His getting into good or bad company depends upon his neighbors only. He develops in good company, while, he can get worsened also in bad company. If neighbors and peers are decent, civilized and cultured, then there is an appropriate and fast socialization of the child or if the neighbors and peers are not decent then his socialization does not happen in the right direction.

Notes

3.1 Meaning and Definition of Socialization

At the time of his birth, the child is a psychophysical animal. He is neither social/civilized nor antisocial/uncivilized. But, slowly and gradually he gets influenced from the social environment around him. A sense of social consciousness and social responsibility starts developing within him. He starts complying with the prevalent traditions, validations, aspirations, values, ideals and culture; he gets influenced from them and acts accordingly. This is what is called socialization. Similarly, the socialization is the process by which an individual while residing in a society learns its values, ideals, beliefs and way of life and makes that a part of his personality.

Following are some definitions by various scholars to express the meaning of socialization—

According to Kimbal Young, "Socialization means when an individual learns social customs, fundamentals, laws, his culture's other characteristics, crafts and various essential habits, which help him in becoming an active member of the society. He learns to adapt himself to his family, neighbors and his group. So to be precise, the whole process of socialization comes under interwork or the social work."

Bogards's words, "to work together, to develop a sense of collective responsibility, putting her in front of other people on welfare to work needed process called socialization process."

In the words of Havighsart and newgartan, "Socialization is the process through which a child learns the acceptable manners of his society and makes these manners a part of his personality."

According to Gilin an Gilin, "By socialization we mean that process through which an individual becomes an active member of a group and works according to that group's level only. He synthesizes himself with that group's ethos, traditions and social circumstances."

According to Green, "Socialization is the process through which a child derives cultural attributes, psyche and individuality."

Notes Rewards and punishments are also helpful in the socialization of a child.

3.2 Characteristics of Socialization

Following are the characteristics of the socialization of a child—

1. The process of socialization is based on three important sides-individual fabrication, individual and society.
2. Socialization is a learning process. Learning Social values, ideals and paradigms is socialization.
3. A biological being becomes a social being through socialization.
4. The process of socialization goes on from birth till death.
5. A child becomes a functional member of a society through the process of socialization.
6. The process of socialization is helpful in the self development of an individual.
7. Through the process of socialization an individual learns cultural values, standards and socially validated practices and imbibes/absorbs the material and immaterial elements of the culture.
8. The process of socialization teaches to adapt.
9. The culture subsists through the process of socialization and the society maintains its sustainability. The process of socialization passes on the culture from one generation to other generation.
10. Through the process of socialization an individual becomes a member of several groups of society.

Notes

11. The process of socialization is very universal/pervasive.
12. Socialization is a relative process. Its pattern can change according to time and place.

Self Assessment

Fill in the Blanks:

1. The socialization process is the process which lasts from ..... .
2. ..... is important in the process of socialization.

3.3 Process of Socialization

The process of Socialization can be defined from two point of views—

1. Personal/individual point of view
2. Objective point of view.

From personal/individual, Socialization is that process which continues internally in the members of the society till the time they are not capable of accommodating themselves with their environment. From this point of view an individual imbibes the rules, traditions and values of the society he lives in. The process of socialization continues lifelong. From objective point of view socialization is the process through which the society passes on its culture from one generation to other generation. From this point of view, this process teaches the members of the society about those social deeds which they should do.

The important factors of the process of socialization are—

1. **Child Rearing**—It is important for socialization that a childis reared aptly. Due to this only he learns to conduct according to the values and ideals of the society.
2. **Imitation**—A child not only imitates his Parents but also imitates his siblings, other members of the family, neighbors and other members of his community. The child absorbs the traditions and ideals of the society by looking at his elders' deeds. This way imitation is a basic element of socialization.
3. **Suggestion**—Suggestions have a deep relation with the socialization of a child. The child does as directed or suggested by the other people. This way suggestion sets the direction of social behavior.
4. **Sympathy**—Sympathy is important in the process of socialization. A child needs sympathy in his life much more. The feeling of self-acceptance develops in a child due to sympathy. A child specially gets attached to, loves and naturally listens to those people more who show him sympathy.
5. **Co-operation**—Society only makes a boy a social animal. The society facilitates the outbreak of social virtues in him. As the child gets support from other people of the society, he starts giving them his support. This constitutes his Social tendencies.
6. **Identification**—Identification is a personal relation of mutual trust and respect. The sympathy and loving behavior of the family, neighbor and community breeds a feeling of intimacy in the child. People, who love the child, give him the support and sympathy, and the boy too relates with them and tries to adopt their behavior, demeanor, living, language, ideals etc.
7. **Reward and Punishment**—Reward and punishment are very useful in the socialization of the child. He gets appreciation or is rewarded when he does good deeds, conducts himself according to the society's ideals, values and beliefs. But, when he works against the society's ideals, values and beliefs, in other words, when he does something antisocial, he gets punished. This helps him in becoming sociable.

Did u know? The process of socialization is the process which continues from birth till death?

Notes

Self Assessment

Multiple Choice Questions:

3. Society makes a child—
   (a) Social Animal (b) Anti-social Animal
   (c) Complete Man (d) None of these
4. The outbreak of Social virtues happens—
   (a) Through an individual (b) Through Society
   (c) Through a child (d) None of these
5. The major and most important reason of the socialization of a child is—
   (a) Family (b) Society
   (c) Country (d) None of these
6. An important means of the socialization of a child is—
   (a) Parents (b) Clan
   (c) Country (d) None of these

3.4 Factors Leading to the Socialization of the Child

The process of socialization is a lifelong process. Hence, a lot of organizations of society contribute in this process. The main elements helpful in the socialization of the child are as follows—

1. **Family**—The main and important factor of the socialization of the child is family. In the words of Kimbel Young," The family is the most important amongst various means of socialization within a society." A child grows/develolps in the family he is born in. He learns the ways like how to eat, drink, sit, walk, wear clothes and pray from his family only. He learns the initial and practical lesson of the rules of society from within his family only. He learns the social virtues like love, support, cooperation, sympathy, compassion, forgiveness, sacrifice, good faith, tolerance and dutifulness within his family only. Hence, family is the most stable means of socialization. All the family members like parents, siblings, grandparents, uncle, aunty etc, all remain active in a child's socialization. The family members only teach a child what is good, bad, appropriate, inappropriate, right, wrong, desirable, undesirable, righteous, unrighteous etc. The emotional and co-operative family atmosphere has a favorable effect on the socialization of a child, and, criminally perverse and disintegrated families have an adverse effect on a child's socialization.
2. **School**—School is the most important element of all the elements responsible for the socialization of a child. It is the formal means of the socialization of a child. It's the school where a child is familiarized with his civilization and culture; he is familiarized with the values and beliefs of the society and he is inspired to conduct according to them. The following means should be undertaken to do the appropriate socialization of a child in the school-
   1. Collective acts like debates, recitations, plays and picnics should be organized in schools.
   2. Social festivals should be organized in schools.
   3. Elaborate arrangements should be made for the curriculum friendly activities like Sports, literature and culture etc.
   4. The students should be given more and more opportunities to interwork collectively.
   5. The students should be educated as to how to use social experiences and skills such as letter writing, feasts and telephones.

Notes

6. The school's environment should be filled with love, support and good faith.
7. The school life should be full of discipline and a sense of discipline should be developed in the students.
8. The students should be taught to obviate the social customs, traditions and malpractices.
9. The healthy feeling of social prestige and scorn/ignominy should be developed in the students in the form of reward and punishment.
10. The schools should become a small society.

3. **Neighborhood and peer group**—The neighborhood and the peer-group are also helpful in the socialization of a child. The child comes in contact with his neighbors and his peers outside his family. He spends time with them, talks to them, at times he fights with them, at times he loves them. His getting into good or bad company depends upon his neighbors only. He develops in good company, while, he can get worsened also in bad company. If neighbors and peers are decent, civilized and cultured, then there is an appropriate and fast socialization of the child or if the neighbors and peers are not decent then his socialization does not happen in the right direction.
4. **Caste**—Caste is an important means in the socialization of a child. Every cast has its own customs, traditions, values and ideals and the child imbibes these customs, traditions, values and ideals of his caste only. Due to this reason only every child of every caste witnesses different type of socialization. Though there is no class discrimination in our country's constitution, no one is inferior-superior, high-lowly but practically some castes namely, Brahmans, kshatriyas and vaishyas etc consider themselves as superior and above all, and consequently, a sense of self and pride breeds in the children of these castes, where the children of other castes become victims of inferiority. These things directly affect their socialization.
5. **Community**—The community has an important role in the socialization of the child. The community affects the socialization of a child through its culture, art, literature, history, customs, traditions, pre notions, means of entertainment, agencies of education, facilities, social and religious celebrations and festivities. The process of socialization of a child gets the much needed help by taking part in the community activities. The set up of a community and its social, economic and political status also affects the socialization of a child.
6. **Religious, Economic, Cultural and Political Institutions**—Society's religious, economic , cultural and political institutions have a deep impact on the socialization of a child. If the society is either dogmatic/fanatic or undogmatic/tolerant as regards the religion, capitalistic or socialist from economic point of view, monarchist, democratic or dictatorial from the political point of view etc all affect the socialization of a child. The cultural institutions of a society familiarize a child with the customs, traditions and cultural activities of the society. One can discern the difference in the socialization of the children due to coming into contact with different institutions.
7. **Games and Sports**—Games and sports contribute a lot in the socialization of a child. The child is more interested in games and sports. He above caste, religion, colour, community, superiority-inferiority and all other discriminations and enjoys himself while playing with other children. The social interworking in a child is best manifested through games and sports. The attributes like love, support, tolerance, loyalty, sympathy, rule following and team spirit etc naturally develop in a child through games and sports.
8. **Scouting and Girl Guiding**—Scouting and Girl Guiding have an important place amongst all the elements responsible for the socialization of a child. The scouting and girl guiding decimates the feeling of caste, religion, color, community, inferiority-superiority, big-small, rich-poor and jingoism. This problem generalizes a child's point of view, give him the opportunities to work in a group and develops in him a feeling to serve selflessly. The qualities like love, support, cooperation, benevolence, a sense of belongingness, honesty and dedication develop in a child by taking part in the activities of these institutions, which are very helpful in the process of socialization

Notes

Self Assessment

State whether the following statements are True/False:

7. Amongst all the elements responsible for the socialization of a child, school is the most important element after family.
8. A child is a Psychophysical Animal at the time of his birth.
9. Socialization is not a learning process.
10. A biological person becomes a social animal through socialization.

3.5 Factors Resisting Socialization of the Child

According to Maslow, the binding elements in the socialization of a child are as follows—

1. **Childhood situations**—Like not getting enough love from the parents, fights and struggle between parents, widow mother, the discriminatory behavior of parents, unjust punishment, insecurity and isolation etc.
2. **Cultural situations**—All the presumptions/notions and prejudices associated with religion, caste, class etc.
3. **Immediate situations**—Injustice, indignity/disgrace, despair, jealousy and cruelty etc.
4. **Other situations**—Physical inferiority, lack of self-confidence, physical flaws, lack of education, lack of interdependence, unemployment and failures etc.

Task Express your thoughts on the binding elements in the socialization of a child.

3.6 Role of Teacher in the Process of Socialization

The teacher's role is the most important in the process of socialization of a child after the family or parents. A teacher should do the following to encourage the process of socialization—

1. **Transmission of culture**—The culture affects a person's behavior. Controlling the fenal forces and the development of the sociable elements is possible only with the help of culture. The teacher should familiarize the students with the society's culture and should stem a sense of respect for it in them. This will help in the socialization of a child.
2. **Encouragement of group work**—The teachers should organize group activities to help facilitate the process of socialization in a child and encourage the children to participate in them. This will facilitate team spirit in them.
3. **To form the social environment**—For the apt socialization of a child, the teacher should establish smooth relations with the children and should communicate more and more with them. A teacher should create a high social environment in the school. The principal, teachers, students, officials and employees should stay away from conflicts, groupism and dirty politics. They should behave in a way that reflects mutual love, cooperation, sympathy and harmony.
4. **Development of Intercultural Feeling**—Children from different cultural backgrounds come to a school to get the education. The teacher should develop the kind of feelings in the children which make them regard and respect others' cultures, try to understand their point of view and rise above all the narrow/petty feelings.

Notes

5. **Presentation of Social Ideals**—The teachers should present high ideals in front of the children by their sayings and different activities which would make a child follow them and behave in a way which is highly sociable. This will help in the socialization of a child.
6. **Healthy Human Relations**—Healthy human relations are important for facilitating the process of socialization. Hence, it is the responsibility of a teacher to create healthy and smooth human relations in the school. Healthy relations between Students, teachers, student-teacher, student-principal and teacher-principal should be established in a school. The environment in the school should be filled with healthy and smooth human relations.
7. **School Traditions**—School traditions have a deep impact on the socialization of a child. Therefore, a teacher should create healthy and helpful traditions from the social point of view, rouse trust in children for those traditions and should encourage the children to work according to them only.
8. **Feeling of Healthy Competition**—Healthy competition has an important role in the socialization of a child. Therefore, a teacher should develop a feeling of healthy competition in the children.
9. **School should be a Community Centre**—The school should be a community centre in itself. Those programmes should be arranged and organized there which have a directly relation with the activities in the community. If the School and family members cooperate with the members of the community and the community members cooperate with the school and family members, there would be an apt socialization of the children in stable way.
10. **Organizing Co-curricular Activities**—The co-curricular activities have an important place in the development of the socialization of a child. The teachers should organize activities like games and sports, literary and cultural activities, scouting, NCC, national charity plan etc on a universal level to help develop social virtues in the children. The children should be given the opportunity to draw a framework for, organize and evaluate these activities.

3.7 Summary

Scouting and Girl Guiding have an important place amongst all the elements responsible for the socialization of a child. The scouting and girl guiding decimates the feeling of caste, religion, color, community, inferiority-superiority, big-small, rich-poor and jingoism. This problem generalizes a child's point of view, gives him the opportunities to work in a group and develops in him a feeling to serve selflessly. The qualities like love, support, cooperation, benevolence, a sense of belongingness, honesty and dedication develop in a child by taking part in the activities of these institutions, which are very helpful in the process of socialization.

3.8 Keywords

1. **Features**—Characteristics
2. **Process**—Method

3.9 Review Questions

1. What do you mean by socialization? Elaborate.
2. Mention the characteristics of socialization.
3. Explain the elements responsible for the socialization of a child.
4. Mention the binding elements in the socialization of a child.

Notes

Answers: Self Assessment

1. Lifelong	2. Sympathy	3. (a)	4. (b)
5. (a)	6. (b)	7. True	8. True
9. False	10. True		

3.10 Further Readings

Books

1. The philosophical and social basis of education—*Mathur, SS, Vinod Pustak Mandir*
2. The philosophical basis of education—*Sharma, Yogendra Kumar, Madhulika Sharma*
3. The philosophical basis of education—*Sharma, O.P.*
4. Education and psychology—measurement and evaluation: *Sashi Prabha*
5. The philosophical basis of education—*Pandey, Ramshakal*
6. The sociological basis of education—*Chaubey, S.P, International Books, Meerut.*
7. The philosophical basis of education—*Sharma, DR. NK.*

Notes

Unit 4: Social Change and Education

CONTENTS

Objectives

Introduction

4.1 Meaning and Definition of Social Change

4.2 Characteristics of Social Change

4.3 Theories of Social Change

4.4 Forms of Social Change

4.5 Factors Affecting Social Change in India

4.6 Factors Resisting Social Change

4.7 Education and Social Change

4.8 Education is the Instrument for Social Change

4.9 Education follows Social Change

4.10 Role of Teacher in Social Change

4.11 Summary

4.12 Keywords

4.13 Review Questions

4.14 Further Readings

Objectives

After reading this chapter the students will be able to—

- Understand the meaning of Social Change
- Understand the characteristics of Social Change
- Understand the factors resisting Social Change
- Understand the relation between Education and Social Change

Introduction

Change is the eternal/perpetual rule/law of nature. Change happens in every object of the world. This change is apparent in every base and consciousness. This change is quite apparent in the

nature. Sometimes day sometimes night, sometimes winter, sometimes summer, sometimes rain, sometimes flood, sometimes dry, sometimes earthquake, sometimes storm. The seed gets germinated after it gets nourished in the earth; it becomes a plant/sapling, from plant/sapling it becomes a tree, it finally dies after it completes the whole life circle. This process of change in nature continues. Where change happens in lifeless nature, how can humans be left untouched by the process as they have life. How can change not happen in their system, their activities etc? A man's life changes from one level to another level-it starts from childhood, then youth, then old age and ends in death eventually. A man's language, thoughts, needs, life, aim, values, culture and everything changes in some way or another. It is said that time and universe are not constant. Change is the law/rule of life. He, who concentrates only on their past and present, definitely lose their future. Society is there with man since the beginning of human life and from that time till today there has never been any hindrance in the society or in the process of continuous and unavoidable change in the character/nature, fabric, order/set-up, alliance, ideals, and values of his social life. One cannot imagine a society which is absolutely stable. Change is bound to happen in every society. Unchanging/unvarying society does not exist at all. The result of this change is such that the early man of the Stone Age has today reached the space and will scale greater heights in future. Change pertaining to the current society is what we call the social change.

Society is continually dynamic. There is a continuous change in society's social, political, cultural and economical situations. Due to this change only there is a great deal of change in our society's fabrication and character/nature. Today's society is different from the society which is hundred years old and the latter is different from the one that existed thousand years ago. The changes that have happened during this time interval, has caused a great deal of difference between today's society and that time's society. This way there is a continuous change in the society. But yes of course, there are dart changes in some societies while some societies witness slow changes. It is the society's characteristic that it progresses ahead as usual. The change that happens in it is the indicator of progress itself.

Notes The social is that continuous process which is affected by a lot of factors.

4.1 Meaning and Definition of Social Change

Social change is a constituent of two words-society and change. Society doesn't mean a group of people, but, it is the unitary form of the relation between the people of that group. Society is a web of societal relations. Change means modification, in other words, modification in past situation. Change is the interval between the past and today's situation. Similarly, the interval between society's past and the subsequent situation is called social change. The interval between social set-up/alliance, social mould/frame, social relations or society's standard of living, customs, values and beliefs etc is called social change. Certain definitions of social change are as follows—

K. Davis—"Only those changes are comprehended in the social change, which happen in the social set-up/alliance, in other words, the changes that happen in society's mould/frame or affairs/functioning."

Jones—"Social change is the word which is used to describe the difference or transformation in social arrangements, social paradigms, social affairs/functioning or any part of social set-up/alliance."

Johnson—"The change in people's way of functioning or thinking is called social change."

Dauson and Gatis—"Cultural change itself is social change."

Maciver and page—"The change in social mould/frame is called social change."

Notes

Gillin and Gillin—"Social change is the change in the recognized customs of the society, whether those changes have happened due to a change in the geographical conditions, cultural wherewithals, the population fabric, change in the principals, through propagation or inventions in the group."

Kuppuswami—"when we talk about the social change, we talk about a change that happens in the social behavior or social mould/set-up."

4.2 Characteristics of Social Change

The following characteristics are apparent about the social change—

1. This change can either happen in the society's mould on the whole or in any of its set-up also.
2. Social change happens when there is a change in our material or immaterial culture.
3. The behavior of a person changes when a revolution happens in his thought process due to education etc.
4. Change happens fast in an open society, where, it happens on a slow note in a narrow/closed society.
5. The change in social set-up happens slowly as compared to change in social functions/affairs.
6. When the process of social change is slows down then the possibility of revolutions increase and this revolution facilitates abrupt universal changes.
7. It is not important that all the changes have to be stable. There can be a change in the nature/character of the changes in future which are apparent today.
8. It is not important that the changes happening in the society will always take it forward on the path of progress. Some changes sometimes take the society towards declension also.
9. The social change can either be planned/organized or unplanned/unorganized.
10. Change happens faster in the modern societies as before and we can also see those changes more clearly today.
11. The changes that happen naturally and normally affect our thoughts as well as social fabric.

Self Assessment

Fill in the Blanks:

1. Change is ..... law/rule of the nature.
2. Cultural change is the ..... change.

4.3 Theories of Social Change

Primarily, there are three main theories of social change—

1. **Technological Theory**—Augburn has rendered this theory. He explained the progress in the technological field as the basis of all types of social changes and has also established the relation between social changes and inventions/discoveries. He said that the meaning of new inventions is-discovery of new cultural virtues/attributes and elements. This discovery can be a shuffle in the present culture or can also be completely innovative. When the society starts imbibing it then it changes.
2. **Linear Theory**—Kamtey, Spenser and Karl Marx are regarded as the exponents of this theory. They described the order/chain of progress/growth of society as historical and imagined a society where the cycle of change would be rendered stable. Kamtey has described the social change as a result

of intellectual evolution/growth and described three aspects/instances of intellectual evolution/growth-A. Religious aspect. 2. Elemental aspect. And, 3. Scientific aspect.

3. **Cyclical Theory**—Spangler, Sorokin and Tayanavi are regarded as the exponents of this theory. According to Tayanavi, change in society happens due to a person's inner spiritual might. According to Sorokin, there are three categories of society- Thoughtful, sensational and idealistic-which brings about a timely change in the society. Spangler has described three stages of Social occurances/events-birth, maturity and death, which are responsible for bringing about change in the society.

4.4 Forms of Social Change

The following are the three forms of social changes—

1. **Evolutionary Change**—The changes in society don't happen suddenly but are based on already existing situations. These kind of changes don't happen all of a sudden, they happen slowly and gradually, but it appears as if these changes have happened all of a sudden. The process of evolutionary change is a continuous process. If we look at the fields like academic, technological, medical and health etc, we will find that the structure/character it has acquired today has developed slowly and gradually.
2. **Wave Like Change**—This is that change, which fluctuates like waves/tides. Like waves sometimes go up and sometimes go down in the water, similarly, the society sometimes progresses at a fast rate and sometimes moves towards declension.
3. **Cyclic Order Change**—Changes which happen like a cycle are called cyclic order changes. The old events/occurrences are repeated in the society under this kind of change. Such as the unemployment moderates through employment programmes, but with the population growth the problem of unemployment also escalates and change happens in the society. Similarly, the change that happens in fashion is also this kind of change. Sometimes tight pants are in vogue, sometimes wide pants are in vogue and after some that same old tight pants are in vogue again. This way the cycle of events/occurrences continuously reels in this kind of change.

Did u know? The society is remains mobile continuously.

4.5 Factors Affecting Social Change in India

Social change is that continuous process which is affected by a lot of factors. Several thinkers have explained a lot of factors behind social change. The main factors of social change in Indian context are as follows—

1. **Natural Factors**—Nature is the main foundation of change. The earth's surface doesn't always remain in the same state. Some or the other changes do take place on it. A lot of problems/difficulties arise in the society due to deluge, drought, famine, earthquake and epidemic etc. A change in the system has to be made in order to solve these problems, which deeply affects the social life. The Indian economy is based on agriculture. More than 70 per cent people are engaged in cultivation. The horrific aspect of the nature affects them badly. Apart from this, when some field is not that fertile anymore, there is a scarcity of facilities like water etc or minerals are depleted in a particular field and all means of livelihood for people are finished, then people leave that place to settle at other places and establish new social relations there. This changes their lifestyle.
2. **Biological Factors**—Social change can also happen due a lot of biological factors. Biological factors decide the type of population. For example, if the health standard is low in any society, then it will surely affect

Notes

the social life. The societies where male and female ratio is not equal, the polyandry practice/custom will be established due to more males being there than females and several problems will crop up. The ethnic/racial and provincial shackles are weakening slowly and gradually nowadays. The Indians are not only marrying the women from other regions/province but are also marrying foreigners and women from other religion and sects/communities, which is bringing about a change in the society.

3. **Demographic Factors**—Demographic factors also play an important role in bringing about the social change. Change in population's size and density also increases the chances of social change. Decrease in birth rate and increase in the death rate causes an overall decline in the population, due to which there is a shortage of quality workforce in the society and subsequently, all available natural resources are not put to good use. The economic condition of a country stumbles due to this; the family size shrinks, thereby, causing a change in the social and familial relations. Thus, the population increases due to an increase in the birth rate and decrease in the death and new ways are devised to feed that population. Intensive farming and cultivation on new land is done to keep up with the sufficient food supply. The population of India has increased by leaps and bounds after Independence, which has brought down people's standard of living. A large part of the population is living below poverty line, unemployment is increasing, crime/delinquency rate is increasing, pollution is increasing and the country is facing appalling problems/difficulties.
4. **Technological Factors**—Technological factors are a very important factor of social change. Today's' age is a technological age. The moment any new machine or device is invented, it definitely affects the social life. Augburn has mentioned 150 changes that have occurred due to radio's invention. Production began on a large scale due to the invention of machines, labor sectionalization and characterization were needed, trade and commerce grew, standard of living elevated, cities started developing fast, economic crisis and unemployment cropped up, technological disputes, diseases and accidents increased, the urbanization of the villages started, the influence of religion waned, the joint family system got disrupted, women started working and their situation got better, paucity of residential space, growth of slums, crime, immorality/adultery, struggle and competition increased, normal life withdrew from the nature and a lot of such changes happened in the society. These technological factors have made very big changes in the Indian society.
5. **Cultural Factors**—According to scholars like Max Weber, Sorokin and Meciver etc, the primary source of social change is cultural change, because a deep relatedness is found in a man's beliefs, values, thoughts, perspective/outlook, customs and social relations and associations. Dawson and Gatis name the cultural changes as social changes themselves. Actually, our social life is dependent on religion, customs, associations, beliefs and values etc and due to this reason, any change in them brings about a change in our social life. For example, earlier matrimony had a religious aspect, due to which people did not dare to think about breaking the institution, but today, the paradigm has changed and people enter the institution just to satisfy their sexual needs and for their personal comfort, due to which the institution of marriage is not stable anymore and a lot of marriages are ending in divorce. Thus, when a family falls apart, it not only affects and brings a lot of changes a person's life but also becomes the reason of a lot changes in the social life. The social changes have happened only through cultural changes in India. Due to western's culture where globalization has been encouraged in the Indian society, people are less fossil now, scientific outlook has developed in people, women are getting out from the confines of their houses and progressing in several fields, social evils have subsided, people's interest in spirituality has also abated, their dressing sense and eating habits have changed drastically, the tendency to work with hands (yourself) has decreased and the feeling of selfishness has become more strong.
6. **Social changes by new inventions**—Today's age is a scientific age. Science has stunned the whole world by its inventions and miracles and these inventions have changed the society drastically. It is incredible the great scientific inventions like Rail, car, airplane, television, radio, washing machine, cinema, telephone etc have changed a man's life tremendously. Due to inventions in the field of medicine the incurable diseases are curable now. The technology which is adopted in the fields like

Communication and media and revolution in computer has made an unbelievable change in a man's social life. Television, telephone and computer have played an important role in bringing about a social change in India over the past few years.

7. **War Factor—** Augburn has described war as an important factor of social change. Many new inventions and systems take place due to war. War is considered as a distorted aspect of social disintegration/ disorganization. There is an immeasurable loss of life and wealth due to war, economical resources get destroyed, various types of maladies spread, population declines, and peoples' ethical/moral values decline. The defeated nations have to accept the conditions and social and political values. The society changes drastically due to all these changes. The wars between India and China and India and Pakistan affected the lives of the Indian people a lot after Independence.
8. **Religion Factor—** According to Charles Edwood Religion is a factor of social change. The religion always had a powerful control over the society and man. Religion has played an important role in the Indian society. Agitations like Arya Samaj and Brahma samaj have made a lot of changes in the Indian society. The Indian constitution has identified secularism as its paragon after independence and it has also impacted the people. Nowadays, the frequently happening religious preachings and the religious discourses/sermons of saints, mahatamas and sadhvis have also changed the thoughts/ views of Indian people.
9. **Law Factor—** The laws made by the Government where on one hand are helpful in managing/ controlling the society, are also helpful in bringing about a social change. The law protects the rules of society and people learn to obey the rules, those who do not obey the law, function against the society's rules, are punished, which helps in making a discipline in the society. Very broad/pervasive changes have been brought about in the social life of the country by abolishing the zamindari practice, terminating the Privy Purse, ending the slavery and exploitation, fixing the marriageable age for boys and girls, pronouncing child marriage, polygamy and sati practice as punishable offence and abolishing the untouchability through law in the whole of India. The arrangements for appointing lokpals have be made for putting a check on the practice of turncoat/recreance and to prevent corruption thorough law, some change is surely identified through it. Actually, people will not accept the new change if they are asked to accept it, but if that change is brought about by passing the law then they are bound to accept it. That is why; the law is an important means to bring about a change in any society.
10. **Political Factors—** The human society's history is majorly a history of political turmoil. Most of the social changes happen due to political factors. Political stability facilitates sustainability and stability/perpetuity in the society, whereas, instability causes social change to happen. Hitler's dictatorship, communist revolution, the birth of Bangladesh, India's partition, terrorist attack on America etc political incidents/ events have deeply affected the society. The democratic set-up has been accepted in the independent India and this set-up has made a big change in the Indian people's life. The Indian people are aware today, they have become very clear regarding their duties and rights. Their interest has increased in the elections and they have begun to understand the national problems. Politics has entered the educational institutions. Where it has done good, it has none the less also done harm. Thus, the political factors in India have played an important role in bringing about a social change in the country.

Self Assessment

Multiple Choice Questions:

3. Happens in everything in the world—
   (a) Change (b) No change
   (c) Difference (d) None of these
4. Society is continuously—
   (a) Mobile/dynamic (b) Assiduous
   (c) Existent (d) None of these

Notes

5. Changes which happen like a cycle are called—
   (a) Integrated/all round (b) Cyclical
   (c) Biological (d) None of these
6. Augburn has mentioned ..... changes arising due to the invention of radio—
   (a) 150 (b) 160
   (c) 170 (d) 180

4.6 Factors Resisting Social Change

There is a continuous change happening in the society and this change can also not be stopped, but there are some elements, which hinder the social change, those resistive changes are as follows—

1. **Fear of new things**—There are some people in the society who are fully satisfied with the present situation of themselves and the society, they keep their faith intact in that and feel protected too. They think that if they imbibe any new thing or thought then they can be harmed, that is why, they don't want any change in the society. In this situation novelty/innovation is not able to find its way in the society.
2. **Cultural Inertia**—There are lot of people in the society who believe that, whatever, thoughts and beliefs our forefathers had, are right, and we should accept and imbibe them only. Cultural inertia means, those values, beliefs and customs of our forefathers, which have enslaved some people and they are not ready to forsake them at any cost. In this situation, social change is not possible by any means.
3. **Vested Interests**—There people in the society who do only those things which accomplish their self-interests. They do not want to do such thing which hinders the consummation of their vested interests. The welfare of society doesn't hold any good for these people, their own self-interest is most important for them. For example, the abolition of Privy Purse practice was opposed by the kings in our country, and the abolition of zamindari system was opposed by the zamindars/landlords. Whether, the reservation is in jobs or regarding women, they are being opposed by the vested interests. These kind of vested interests hinder the course of social change.
4. **Degree of Isolation**—There are some people in the society who want to keep themselves aloof from others. They want to protect their culture and this is the reason why they do not want any contact/link with other cultures. The change is not possible at all in a society where there is a feeling like this, where people are obsessed with the idea of isolation. Thus, it is also a resisting social change.

4.7 Education and Social Change

There is a very intimate relation between education and social change. Since, education is a continuous process; therefore, it progresses ahead by accepting the change in the society and helps a person in fulfilling the needs of the changing society. Thus, the relation between education and social change can be seen in the following two ways-

1. Education is means of social change
2. Education imitates social change

4.8 Education is the Instrument for Social Change

Education is the most important and powerful means of social change. Dr. Radha Krishnan has acknowledged education as a means of social change and said that," education is the means of

Notes

change. The work which in a customary society is done by family, religion, social and political organizations, the same today is done by the educational institutions." We can change the thoughts/ ideas of people only through education and help the society grow. In the words of Duvi," education is the only means which can take any society on the path of progress." According to Brubaker, there are two types of educational institutions from the view of social change-one which criticizes the status quo, in other words, informes people about the loopholes/flaws in the current social set-up through education, and the benefit of doing away with those loopholes/flaws. The other one being the one which tries to bring about a social change, in other words, preparing the ground for the introduction of new changes thorough education, and, also bracing the people to accept those changes. Kothari commission has also stressed on the fact that education is the only means in today's age by which broad/pervasive social change can brought about in a peaceful manner. In his words," If change can be brought about on a large scale without any violent revolution, then there is only one means that can be used, and that is education." Education can be introduced as a means of social, economic and political changes. Thus, we can see that, education is a powerful means for bringing about a healthy social change. This is the reason why, every progressive nation tries to make more and more skillful and effective plans through education system. Education does the following in bringing about the social change—

1. **Mental preparation for the change—**The first and foremost job of education is to mentally prepare people to accept any new change. It is often seen that people don't get ready to accept any new change naturally. They are constantly troubled by the fear that what if the new change is detrimental for them. Sometimes people also don't accept changes due to their vested and narrow self-interests. The job of education is to familiarize people with the benefits of these changes and to change their mentality also.
2. **Change the prejudices and to motivate/inspire innovation/novelty—**Some people in the society are extremely fundamental, superstitious and Victorian. They have their own prejudices and they don't want to budge an inch from them (prejudices). Education changes their way of thinking, dispels all their prejudices and develops a scientific perspective in them, through which they can support the changes headed towards today's scientific technology.
3. **To encourage new inventions—**Education makes a person speculative. It motivates to think deeply over every situation and news. It introduces us to the progress and development made due to changes in various countries of the world. Encourages to accept new changes. This gives inspiration to the people.
4. **Helps in assessing/evaluating changes—**Normally, most of the social changes are progressive in nature, they help the society in progressing, but there are certain changes which are regressive, which if accepted prove to be detrimental for the society. In this situation, education only enables people to assess/evaluate the social changes, makes them capable to contemplate their merits and demerits and, also enables them to decide as to which changes would be useful for them and which would be not.
5. **To stabilize Perpetual/eternal values—**Every society has some perpetual/eternal values, which grant stability to that society. These perpetual/eternal values are considered as the characteristics of that society. Ralph Liten is of the opinion that whenever these values weaken due to social changes, the society advances towards down-fall. That time education only protects these perpetual/eternal values, saves from the ill effects of social changes and educates people regarding them in a way that their belief is intact in these values and they keep on accepting the social changes also.
6. **To enhance/increase the knowledge—**It is a requisite for the change to happen that there is a continuous increase in our knowledge levels. We can attain information about new changes only by enhancing/increasing our knowledge base. New researches can only be possible through education, which facilitates development in various fields of knowledge. Thus, education encourages social changes by increasing/enhancing the knowledge.

Notes

7. **Not only transferring the culture but also changing and improving it—**Society's culture is transferred to the new generation through education, which facilitates perpetuity and sustainability/ continuity in the society. But education's role is not only to transfer knowledge and culture, but to bring about desirable change and improvement in it. Thus, education is the founder, innovator and director of social change.
8. **Rouse/invoke Unity/solidarity and totality—**When various sections of the society start struggling due to mutual tensions, discords and contention/strife/disputes, then education invokes such thoughts and beliefs in people, which breed the feeling of unity and totality in them. A lot of struggle is apparent in India on the basis of caste, colour, community, religion, language and province every now and then, but all of them can be done away with through the medium of education.
9. **Promulgate human as well as social relations—**In today's scientific, industrial and urbanized age, where the society has travelled a long way in the field of development and advancement, it has also created a lot of social organizations. Amongst these problems, there is an extremely important problem of shattering human and social relations. This development and progress has made people insensitive/numb towards human virtues. An important job of education is to help promulgate human as well as social relations amid the social changes that have happened in this materialistic age and sensitize people towards them.
10. **Help in providing apt guidance in social change—**Education has an important role to help in providing apt and able guidance from the viewpoint of social change. During the course of independence agitation, the guidance that Tilak, Mahatama Gandhi, Pandit Nehru, Subhash Chandra Bose provided to the society, and gave the inspiration of change, had a welcome result. No matter how able and gifted the people of any society are, unless there is an apt guidance to direct them, they will not only be able to take the right decision but also would not be able to do the right thing. People find the right direction, the moment they have an apt and able guidance, which facilitates new changes in the society.

4.9 Education follows Social Change

The second aspect in respect to the education and social change is that education follows the social change. It means, social change happens first and the education follows it only. When change starts happening in values, needs and methodologies, then education alters itself according to them. In confirmation with the social changes, education's structure, objective, curriculum and textbooks etc change. Otavo says in this context, "sometimes it is suggested that the education is a factor of social change. The truth that holds against it is-Instead of initiating social changes, educational change simply follows them." Actually, every society arranges/manages its education according to its needs and situation only. Whatever is the structure of a society, same is the change that happens in education's social, cultural, economical and political situation, life values, the perspective towards life, and structure. Education follows social change due to following facts-

1. **Educational change due to social forces—**There are some forces in every society, such as, the social, political and economical groups of a society, its ideals and values, its needs and the paradigms of social manners and practices etc. When there is a change in these forces due to any reason, then the education also changes according to them.
2. **Educational changes due to social needs—**Every society has its own needs, and, the education system is set up according to those needs only. As the society's needs change, the education system also changes accordingly. The education is arranged in accordance with the needs in our country. We have established a democratic, socialist and secular republic. In order to achieve these goals, Special arrangements have been made to provide free and compulsory primary education, adult education, education for disabled and the children of minorities, weaker sections, scheduled castes and tribes.
3. **Educational changes due to cultural changes—**The educational structure also changes due to cultural changes. As Otavo says-" There are two forms of culture-one is material culture, and the second one

is immaterial culture. The material culture changes first after which the immaterial culture changes. When the material culture changes, education also changes to accommodate with that change. The radio, television, computer etc have been made a part of education today.

Self Assessment

State whether the following statements are true/false:

7. Technological principals have been demonstrated/rendered by Augburn.
8. Kamtey has mentioned three aspects of intellectual development/evolution-Religious aspect, elementary aspect and scientific aspect.
9. Spangler has mentioned three stages of social events/occurrences-birth, maturity and death.
10. Nature is not a major premise of change.

4.10 Role of Teacher in Social Change

The role of a teacher is very important in context with social change. In today's transitional times, teacher is the one who dispels the darkness of ignorance in people and shows them the way to progress. He is the one who dissipates the hurdles that come in the way of change, generates faith in new changes and spearheads/leads the society in bringing about the new changes. From the perspective of social change, a teacher can prove to be very important as a friend, torchbearer and a philosopher. The following are apparent regarding the role of a teacher—

Role of a teacher

1. A teacher should provide an organized direction and impetus to social change.
2. A teacher should imbibe a democratic way of life.
3. A teacher's behavior should be neutral and unbiased for all.
4. A teacher should dissipate the prevalent narrowness and backwardness in the society and should establish high ideals and values.
5. A teacher should not let the feeling of superiority and inferiority flourish in the children due to their social and economic situations.
6. A teacher should contribute actively in the scientific and technological development of the society.
7. A teacher should dispel the cultural idiocy in people and should prepare them for new change.
8. A teacher is an intellectualist. He has the comprehensive knowledge of various fields of science. He should prepare the ground for new changes on the basis of high knowledge. He should start them and control them so that this change happens in right direction.
9. A teacher should inform about the new changes in the society, which would enable the people to bring about those changes.
10. A teacher should present himself idealistically to his students, so that the children follow him and make their thoughts/ideas progressive.
11. A teacher should give importance to the science and technical subjects in the curriculum, which would enable the society to progress from the viewpoint of science and technology.
12. A teacher should do a systemic development of student's personality, by which they can contribute in the composition of a new society.
13. A teacher should be aware of the prevalent edictions, superstitions and problems in the society, he should establish progressive values in the society by solving them.

Notes

14. In order to bring about the social change, the teacher sometimes should educate the children outside the confines of the classroom also and should impart miscellaneous knowledge in them.
15. A teacher should be well versed with all the activities of the society, so that he can grant thought and action to the society.

4.11 Summary

The second aspect in respect to the education and social change is that education follows the social change. It means, social change happens first and the education follows it only. When change starts happening in values, needs and methodologies, then education alters itself according to them. In confirmation with the social changes, education's structure, objective, curriculum and textbooks etc change. Otavo says in this context, "sometimes it is suggested that the education is a factor of social change. The truth that holds against it is-Instead of initiating social changes, educational change simply follows them".

4.12 Keywords

1. **Factors**—Elements
2. **Change**—Modification/Fluctutation

4.13 Review Questions

1. What do you mean by social change? Elaborate.
2. 'Education is a means of social change'. Comment.
3. Mention the factor resisting the social change.
4. Mention the factors of social change in India.

Answers: Self Assessment

1.	Perpetual/eternal	2.	Social	3.	(a)	4.	(a)
5.	(b)	6.	(a)	7.	True	8.	True
9.	True	10.	False				

4.14 Further Readings

Books

1. The Philosophical and Social Basis of Education—*Mathur, S.S Vinod Pustak Mandir*
2. The Philosophical Basis of Education—*Sharma, Yogendra Kumar, Madhulika Sharma*
3. The Philosophical Basis of Education—*Sharma, O.P*
4. Education and Psychology—Measure and Evaluation: *Sashi Prabha*
5. The Philosophical Basis of Education—*Pandey, Ramshakal*
6. The Sociological Basis of Education—*Chaubey, S.P., International books, Meerut*
7. The Philosophical Basis of Education, *Dr. N.K.*

Notes

Unit 5: Social Change in India and its Factors

CONTENTS

Objectives

Introduction

5.1 Factors of Social Change in India

5.2 Summary

5.3 Keywords

5.4 Review Questions

5.5 Further Readings

Objectives

After reading this chapter the students will be able to—

- Know about the factors of social change in India.
- Know about the industrialization, urbanization and culturalization
- Know about the social legislations
- Know about the increasing population

Introduction

The India society and culture is very old. But one can also observe a kind of change and continuity in the Indian society and culture while maintaining its old world charm. The ancient cultures of Greece, Rome, Egypt and Sumer have been swept away with the flow of time; there is no connection of the people living there with their ancient culture today. But the Indian culture, its society and institutions are still prevalent today and its traditions are still evident in the Indian way of life. That means, the continuity and evolvement is constant in the Indian society and culture since last 5000 years.

But the reason for this evolvement is not a lack of inertia or mobility. If there is an evolvement in the Indian society and culture, then it also has receptivity to change and progress. The Indian societal and cultural life's history has gone through a lot of ups and downs and a lot of regeneration and decline in the past. Change is nature's rule and the Indian society is not untouched from this rule. This is the reason why there is a stark difference between the Vedic age's society and today's modern age Indian society. But before we do any further deliberation in this respect, it would be appropriate if we understand the factors of social change in India.

Notes

Notes The social legislations passed by the Government have played a laudable role in bringing about important changes in the Indian society.

5.1 Factors of Social Change in India

India is a vast country and one can witness a wide variety of food habits, living habits, climatic conditions, political parties and languages etc. Yet one can see a lot of parity and unity amongst such diversities. This is the reason why we can find some common factors of the social changes in this country. The factors are as follows—

1. **Western civilization and culture**—Western civilization and culture is a dominant force in bringing about a change in the Indian society. The changes witnessed in the Modern India's standard of living, attire, food habits, music, dance, salutations, the way people design their houses etc have all been affected by the western civilization and culture to a lot of extent. Similarly, western education has connected us with other societies of the world. Due to that inter-personal touch also one can witness a lot of changes in the Indian society. We are aware of the extent of presence of the 'Hippie culture' in the Indian society today and it is palpable from the changes in the life pattern of the young boys and girls. According to Dr. M N Srinivas, the process of westernization in Indian society which kick started right from the establishment of English rule in India has caused a lot of changes in the Indian society which are continuing even today. Dr. Srinivas writes that, "The Indian society and culture has witnessed basic and steady changes due to the English rule. This period has been different from the past ones because Englishmen brought industrial know-how, organizations, knowledge, trust and values along with them. With the help of the revolution in communication means due to the new industrialization the English integrated the country in a way which was never witnessed before.
2. **Industrialization and Urbanization**—After the establishment of English rule there has been a wave of industrialization and urbanization in India which causes a lot of important changes in the Indian society. Where the industrialization kick started production on a big scale thereby marking the beginning of capitalistic economy, it also stemmed changes like slums, industrial feuds and strains, trade unions, diseases, unemployment and depredation of cottage industries. The cities and the employment opportunities in the industries lure and fascinate the village people thereby causing the cottage industry and the joint family system to fall apart. And due to villages' growing familiarity with the cities, the life pattern of villages is also evolving fast. Since, a huge population living and working in the big industrial centers, one can witness a lot changes in the way people eat, marry or choose their careers as they come in close proximity while eating with each other at hotels, canteens etc and the changes are only evolving. The process of industrialization and urbanization has played a pivotal part in bringing about revolutionary changes in the three pillars of the traditional Indian societal set up, mainly, caste system, joint family system and the panchayat system.

Self Assessment

Fill in the Blanks:

1. ..... has been a noteworthy factor in bringing about a social change in India.
2. ..... is the main occupation of the Indian people.

3. **Culturization**—Dr. M N Srinivas has acknowledged culturization as the reason for the ethnic/racial fabrication in the Indian society. Explaining culturization he has written that,"Culturization is the process by which any low class Hindu clan, tribe or any other group imitate any high level, often, 'high Brahmin clan' and change its customs, liturgics, ideology and lifestyle. Generally, after these changes that clan

or tribe claims an elevated level than its traditional ethnic/racial level. Commonly, the acceptance is granted only after a lot of days or one or two generations of claiming the higher/elevated level/place. Through the process of Culturization, not only do ethnic/racial conditions, customs and habits of the people of low class clan change but their thoughts and values also change. This way, according to Dr. Srinivas, due to the process of Culturization in modern India, remarkable changes are taking place in the low class clans, thereby, on one hand, where new thoughts, values and habits are being initiated in them; the inferiority complex is also vanishing from their psyches on the other hand.

Did u know? India is an agrarian country and agriculture is the main occupation of the people here.

4. **Establishment of Welfare State**—There is a continuous attempt to establish welfare state in India where, state's domain is growing everyday and the process of social change is speeding up gradually. The Centre and state Governments in India are trying to make sure that to increase the common welfare the consumers from businessmen, laborers from capitalists and small and cottage industries from big industries are well protected, healthy scientific means are used to improve the earthly/worldly circumstances, natural resources are well protected while arranging to used them aptly, more and more modern facilities are made accessible in the field of education and health for the general public, national museums are established for the development of culture, proper help is provided for scientific research and development, developing agriculture, industry and trade and nationalizing them if needed be, considering the welfare of all the sections of society especially the backward sections and making provision for distributing the national wealth equally. From the day we got independence till today, during the course of these 25 years the Government's achievements in these areas have actually been very less, but the efforts are still on and due to these efforts social change in India is happening.
5. **Mechanization and Modernization of Agriculture**—India is an agrarian country and agriculture is the main occupation of the people here. Getting acquainted to the invention of new machines, close proximity with the cities and new inventions in the agricultural sector, the agriculture in the villages is increasingly getting modern and mechanized. After so many years of dependency on the foreign countries for minerals, this country is slowly and gradually getting self-dependant. This is noteworthy change and accomplishment/achievement for the Indian economy. Due to this mechanization and modernization the economic condition of the Indian farmers has changed as well as their thoughts, values, morals and living style has also changed.

Self Assessment

Multiple Choice Questions:

3. An influential force behind the change in the India society is—
   (a) Western civilization and culture (b) Modernization
   (c) Science (d) None of the these
4. The changes witnessed in the Indian society due to English rule—
   (a) Steady/stable (b) Basic and stable
   (c) Basic (d) None of the these
5. The history of Indian society and culture is—
   (a) Very old (b) New
   (c) Medieval (d) Subsequent

Notes

6. The main occupation of the Indian people is—

(a) Animal Husbandry (b) Agriculture

(c) Pisciculture (d) Apiculture (Beekeeping)

6. **Political Organization**—Several political parties have played a major role in bringing about a social change in India. There was lack of political consciousness amongst Indian people earlier. They were not aware about their rights, social duties and various social problems. Following their own values and objectives, the political parties have been successful in bringing about a political and social awareness amongst people through their own ways promulgation. A lot of changes have happened due to these political parties' activities and promulgations. Taking interest in elections, a tendency amongst the rural people to hold a particular political party creditable, increasing induction of youth in leading the nation and women working in and leading the political and social sectors etc have all been the important results of these political parties' activities and resolve.

7. **Female Education**—Female education is also a remarkable factor in bringing about a social change in India. Women have been a very backward and fundamentalist part of the Indian society and their whole life gets elapsed within the four walls of their family life cooking, delivering babies and taking care of their spouses and children, but since they are provided with the facilities of educating themselves today, there is a new awakening in them and they are more aware about their rights and duties than before. Female education has reduced their fundamentalism to a great extent, they not only step out of their homes to work but also socialize at parties and clubs, go out on picnics, set up women organizations, work as social workers, take part in politics openly and also challenge the racial discrimination by going and registering their love marriages in the court of law. All these changes to a great extent possible due to the beginning of female education, as the efficiency of other factors depends only on the level of education.

8. **Social Legislation**—The social legislations passed by the Government also play a laudable role in bringing about important changes in the Indian society. It can be proved through some examples. 'Special Marriage Act, 1954' has dissipated the prejudice of racial discrimination and facilitated intercaste marriage, whereas, 'Hindu Marriage Act, 1955' making one marriage as mandatory has granted permission for divorce under some specific situations which was not possible at all before in the Hindu society. This way 'child marriage prevention act, 1929' has proved helpful in bringing about a change in the marriageable age and due to the 'dowry prevention act, 1991' being passed, the possibilities of change in the bitterness in the tradition of match-value have increased. Due to 'Hindu Succession Act, 1959' being passed, not only does the wife and mother but the daughter also gets the right on the family property, which is an extremely important change in the area of economic rights of Hindu girls. Likewise, there has been a welcome change in the condition of widows by the way of the right they got through 'Hindu widow remarriage act, 1856' to remarry again. Not only this, but, after the 'Untouchability (crime) Act, 1955' being passed, one can witness the changes in the restraints like eating, sex, right to choose one's occupation and untouchability being forced upon the untouchables since a thousand years. Hence, it is clear that social legislation is an important factor of the social change in India.

9. **Increasing Population**—Increasing population is also a reason for a lot of changes in the Indian society. The population which was 84.6 crore in the year 1991, increased in the year 2001 to 102.7 crore. During the span of these ten years, India's population has increased by 18.10 crore. According to United Nation's population projection, India's population will be 1.6 billion by 2035 and it will become world's most populous country. The child mortality rate in India in the year 1991 was 146 per 1000, which reduced to 68 per 1000 in the year 2000 presumptively. According to the last available figures, India's population accounts for 16.87 per cent of the total world's population. Even if the national income has increased five folds during last 50 years due to this explosion in the population, the per capita income has only jumped two folds. To deal with this situation, under 10th five year plan (2002–07) a target has been set to fulfill all the needs related to family welfare. Due to this explosion in population, the unemployment rate at the end of first five year plan increased

presumptively from 80 lakh to 650 lakh at the end of 8th five year plan. Due to extremely high population, only 4 rupees per person is spent on the medication. Whereas, ₹ 193 in America, ₹ 197 in France and ₹ 117 in Japan is spent. Only 6 crore people knew how to read and write at the time of Independence. The count increased to 44 crore in the year 1991. But, even now the proportion of education in the population is not more than 30. The production of cloth in India has also increased in India; but why people are still without clothes? The answer to this question can be found in the ever increasing population. Due to an increasing population, there will be a shortage of 310 domiciliary units before the start of 9th five year plan in this country. In the industrial cities the common man has to do with dirty slums, cabins and footpaths. Every year this shortage only increases by the rate of 20 lakh houses. Due to too much increase in the population the problems like poverty, unemployment, serious ailments, starvation etc have reached at deplorable levels in this country. Hence, it is clear that many social changes in India have occurred due to an over whelming increase in the population.

Task Express your thoughts on the western culture and civilization.

10. **Planning**—The plans formulated by the Government have a big role in bringing about some pre-specifies changes in the Indian society. How to change the whole social-economic mould of society so that more and more social welfare can be done with those changes and the society develops subsequently, all of this is decided through planning only. The Planning Commission of the Government of India has written, "Planning actually is the system by which the resources are organized and used with the view of benefitting maximum from them as according to the pre-decided social targets." Likewise, the five year plans formulated in our country are planning only. Through these five year plans, efforts are made to bring about planned changes mainly in the economic life and generically in the social and cultural life. The changes that we witness in agricultural production, big industrial businesses, commercial trade, transport , communication, rural, industry, housing, labor welfare, backward classes, tribes and other sections etc, have all been outlined in the five year plans. Similarly, multidimensional changes have been brought about in the Indian rural life through community development schemes, whose account can also be seen in these five year plans. But apart from these plans, a lot of success has been achieved in changing the birth rate in India, in other words, reducing the birth rate through family planning. The yearly birthrate under the family planning which was 41.7 per thousand in 1961 reduced to 30 per thousand till the seventh plan and is 29 per thousand till 1990–95.

    According to official estimates if these tendencies are maintained further and the family planning programs get the requisite fruitions then by the end of the twentieth century the birth rate in India is expected to go below 24 per thousand. This shows that the effect of family planning is more than expected.

Self Assessment

State whether the following statements are true/false:

7. Western education has connected us with the societies of the rest of the world.
8. Women have been a flourishing part of the Indian society.
9. Social legislations passed by the Government have played a laudable role in bringing about important changes in the Indian society.
10. 'Special Marriage Act, 1954' has done away with the racial discrimination and opened the door for inter-caste marriage.

Notes

5.2 Summary

Several political parties have also played their part in bringing about a social change in India. There was lack of political consciousness amongst Indian people earlier. They were not aware about their rights, social duties and various social problems. Following their own values and objectives, the political parties have been successful in bringing about a political and social awareness amongst people through their own ways promulgation. A lot of changes have happened due to these political parties' activities and promulgations.

5.3 Keywords

1. **Social Change—** Social transformation
2. **Western Civilization—**Occidentalism

5.4 Review Questions

1. Mention the western civilization and culture.
2. Write a note on 'female education'.
3. Express your thoughts on the increasing population in India.
4. What do you mean by planning? Explain.

Answers: Self Assessment

1. Female Education	2. Agriculture	3. (a)	4. (b)
5. (a)	6. (b)	7. True	8. False
9. True	10. False		

5.5 Further Readings

Books

1. The Social and Philosophical basis of Education—*Mathur, S.S, Vinod Pustak Mandir*
2. The Philosophical basis of Education—*Sharma, Yogendra Kumar, Madhulike Sharma*
3. The Philosophical basis of Education—*Sharma, O.P.*
4. Education and Psychology—Measure and evaluation: *Sashi Prabha*
5. The philosophical basis of Education—*Pandey, Ramshakal.*
6. The Sociological basis of Education—*Chaubey, S.P., International books, Meerut*
7. The Philosophical basis of Education—*Sharma, Dr. N K.*

Notes

Unit 6: Education as Mode of Social and Economic Change and HRD

CONTENTS

Objectives

Introduction

6.1 Economic Needs

6.2 Education in Social Change

6.3 Social Change by Education

6.4 Human Resource Development

6.5 Man Power Planning

6.6 Means of Human Resource Development

6.7 Role of Education in Man Power Planning

6.8 Important Change in Education

6.9 Summary

6.10 Keywords

6.11 Review Questions

6.12 Further Readings

Objectives

After going through this chapter, the students will be able to understand—

- The meaning of production oriented education.
- The meaning of commercialization of education.
- Stuff to know the school and education system.
- The meaning of human resource management

Introduction

For the solution of Indian economic problems, our nation builders had already included them in the Constitution under Article 16, 19, 23, 24, 39, 41, 42, 46, 49, but we have not yet been able to establish an economic democracy. Theoretical solutions do not actually solve problems. We have to find an effective practical solution. Education is the effective mean to bring changes in a conventional society.

Notes

While confirming this opinion, Planning Commission has written, "If a change has to be brought with any violent revolution, there is only tool which can be used that is Education. Other factors can also help and sometimes their impact is seen on the outer surface, but the national system of education is the only mean which can reach the people."

Education can be regarded as an effective tool to fulfill our basic necessities. This is possible only the objectives of our education are based on real grounds.

6.1 Economic Needs

If we count our economical necessities in today's perspective, these following necessities emerge—

(1) Increase in skilled manpower

(2) Development of physical resources

(3) Increase in production

(4) Improvement in agriculture and livestock breeding.

(5) Equal distribution of national income

(6) Cessation of unemployment.

The objective of fulfillment of above mentioned necessities is our economic development, which is the major objective of our national life. So the first target of Indian education should be "economic development." Following are some important factors related to it—

Aims of National Economic Development

India is trying to adopt a democratic socialist social-system. It is possible only when all the sections of society are provided the education which help in increasing the productivity of all sections. Product increase will result in increased national income which will accelerate the economic development. Unemployment will be decreased and everyone will get more and better opportunities of earning. Our physical and human resources will be increased. The major industries in India-Agriculture and livestock breeding – will be developed. So In this view, the education should be production oriented.

Notes India is trying to adopt a democratic socialist social-system.

Production Oriented

Increase in production is the base of economic development. Until the education is not connected with means-productivity, our economic necessities cannot be fulfilled. So the first target of education is to relate with productivity and for which we have take following steps—

Inclusion of Physical Labor in Education

In the British era, education was related to job which created inferiority against physical labor in the minds of educated people, which resulted in the distance between education and productivity.

Mahatma Gandhi recognized this deficit in the field of education and tried to incorporate labor in the educational system. In the socialist countries of Europe this subject is included in the curriculum compulsorily with different names like physical work or work experience. The

Notes

Education Commission christened it as "Work Experience" proposed it to be a compulsory part of physical education. Work Experience meant to participate in the productive activities in any school, home, field, factory or any other organization. This can integrate education and work and the educated manpower can be transformed into skilled manpower and become the important means of production.

Ishwar Bhai Patel designated as this as socially useful productive work (SUPW). He combined this program of physical labor with usefulness and productivity to specify its direction.

Adopt the Socially Useful Productive Physical Work as an Essential Part till Medium Stage

Due to the English education, there was a wide gap between the labor and education and the physical labor was seen disdainfully. This resulted in the closure of cottage and small industries and there was a flood of unemployment in the country. There was a decrease in production and the economic development slowed down. So the first need to proceed in the direction of economic development is to grow faith in the physical labor in the productive works through technical education. While incorporating this in the educational program following things should be kept in mind—

(*i*) A realistic approach should be adopted in its execution.

(*ii*) It should be allied with the agriculture and small industries where the productive activities are done with the help of science and technology.

(*iii*) Some earning should be its objective So that the education can proceed further through "Learn and Earn" system.

(*iv*) Education should not be considered as complete until one is able to earn through productive activities.

(*v*) Following values of the student should be developed through it—

(a) Faith in physical labor

(b) Faith in production work

(c) Readiness for hard work and austerity.

Besides being an effective educational means socially useful work will also do the following important works—

(*i*) It will reduce difference between the intellectual and physical works and also reduce the intensity to create social classes on the basis of this difference.

(*ii*) To get the youth entry in work area.

(*iii*) To ease out the problem of employment.

(*iv*) Participate in the increase of national income–to develop the habit in the students to use the science and technology and also develop the spirit of readiness to do hard work and take responsibility.

(*v*) Participate in social and national integration–by strengthening the relation between society and individual and also by developing the sense in the people to understand each other.

Did u know? Increase in production is the basis of economic development.

Notes

Adopt the Science as a Root of Education

India is stepping towards becoming a modern society from a conventional one. The modern society uses the new science based technology and by developing the agriculture and industries also develops itself. So in the process of economic development India has to develop the system of science based education. Research done in the field of economic development also confirms that education, science and technology have 50 percent share in the economic development. On the basis of this we have succeeded in increasing the national production of our country. So we make science an integral part of our academic education. On the university level, science should also be included in the humanities and social sciences curriculum.

Teaching of science should have the objectives of subject matter and its usage in life so that the national development should be accelerated. Because with the study of science of following objectives can be achieved—

(*i*) Promotion of the trend of successively understand the basic principles.

(*ii*) Development of analytic skills to solve problems.

(*iii*) Use of analytic skills to solve the problems related to social life and physical environment.

(*iv*) Promotion of the curiosity and practical trends.

(*v*) Development of engagement toward research of truth in the form of duty and responsibility.

(*vi*) Languished shackles of dogma.

(*vii*) Removal of superstitions, fatalism, fanaticism and quiescent.

(*viii*) Decrease in ideological stresses, to understand the mystery of natural environment.

(*ix*) To understand the place of self and world.

Give an Importance on Education and Research of Agriculture and Related Science

India is a agricultural country. Seventy percent of its population earns their living by agriculture and related trades. With the modernization of agriculture and related trades, our economy can improve. Maximum emphasis should be given to the agricultural education, related industries, and related research. Maximum students should be inspired in this field of study and research.

Vocationalisation of Education

Indian economy is an agricultural one. In this type of economy, 7–8 years of compulsory education is useful, but the high and higher education cannot be regarded as useful. Here after the elementary education, commercial education is beneficial. So after the compulsory education, 2–3 years of commercial education should be given. So that on the one hand we can make the youth ready for their entry in the professional life and on the other hand we can increase the national economic development by increasing national production. In this way we can also relate education with productivity.

In the commercial education, education of professions which are related to agriculture and or where there is scarcity of skilled manpower. Emphasis should be given to technology in agriculture.

Self Assessment

Fill in the Blanks:

1. Indian economy is a ..... economy.
2. India is a ..... country.

Notes

6.2 Education in Social Change

Indian is an ancient country. The scientific social system of caste and religion was developed here but it gradually turned towards deformity. Caste was decided on the basis of birth instead of virtues and actions. Social discrimination increased and reached to the extent of untouchability. Women were regarded as the second grade citizens in the same country where they were worshipped in the past. They were regarded as a commodity. Our foundations of social relations started loosening. We proceeded towards social dissolution due to which today social institutions like families, marriage etc. are also heading towards dissolution.

Social corruption is also increasing due to caste system, dynasty, and valueless social life. Dowry is on its peak. Rape, suicides by women and burning them alive are some stains on the face of Indian society.

So the objective of education should be by eradicating the following problems establishment of a social system based on equality—

1. Casteism
2. Dynasty
3. Untouchability
4. Discrimination on the basis of caste
5. Inferior place of women in society
6. Misbehave with women
7. Increasing gap between developed and backward classes
8. Destruction of social values
9. Dissolute form of families
10. Distorted form of marriage (Dowry system)

6.3 Social Change by Education

Aims of Education: Social Development

Education is an effective tool to bring and confirm social changes and to carry forward this task of social revolution. To fulfill this task of social development in the present Indian situations it becomes important to first of all strengthen the social values absence of which have given rise to the hurdles described above.

Development of Social Values

Sociologists like Machiver and Page the society is a web of social relations which are based on the social values. Under the directives of these social values, social norms are created which control our social behavior. A society can survive only on the basis of respect of human identity, equality among humans, mutual harmony and self control. It is also based on respect of elders, obedience, allegiance, faith and honesty. So a serious effort will have to be made by educational institution to develop these virtues. These values can be developed only when education becomes an integral part of our social programs.

Make the Centre of Social Life of School and Collages

It is necessary for the growth of social spirit that school and colleges should be made the centre of social activities. Our educational institutions should transform themselves as social seminaries so that they

Notes

can make the social life more developed. This will help in increasing cooperation, service of students, and tolerance which will lay the foundation of this development in the student in their teenage.

To Make Social Service Programs an Integral Part of Education

Literacy is not the beginning or end of education. So the practical education for behavior transformation should be more emphasized rather than limiting it to the theoretical knowledge. So to achieve this target, schools should run various programs for backward communities and in the slum areas.

Necessity to Participate in the Programs of Communal Development

Literacy is neither the beginning nor the end of education. Therefore, stress should be laid so that education is not confined only to knowledge but is made a behavioral practice. For this purpose, schools should run programs for the underprivileged, people from the backward classes of the society.

Necessity to Participate in Community Development Programs

Educational institutes should accept community development programs as an integral part of it. They can vary depending upon the age group of students, interests but participation should be made mandatory. It should be made a rule that certificates are not awarded to the student who does not participate for a minimum of 30 days. Some of such programs are as follows—

(*i*) Health Service programs—

(a) Regular health service camp

(b) Vitamins, medicine distribution camp

(c) Workshop on epidemic

(d) Camp on treatment of different diseases

(*ii*) Adult education program—

(a) Practical/productivity related literacy camps

(b) Camp spreading information on culture

(c) Camp for general knowledge

(*iii*) Business/Industrial development program—

(a) Agriculture training program

(b) Farm related industrial camp

(c) Manure, pesticide. Medicine distribution-program service

(*iv*) Flood-drought relief program—

(a) Flood assistance camp

(b) Relief program

Such programs can be made effective through National Service Scheme (NSS).On the lines of this; other organisations can also be trained. The programs can be either full-time or part-time. Full time for 20 days in a year and 1 and-a-half month should be the duration of part-time in a month.

Similar Necessary and Free Education for Children up to 6–14 years

Free education should be imparted to students between the age group of 6–14 years irrespective of their caste, creed, color or sex in order to remove discrimination in education, thereby obliterating social

inequality so that students of all sections could come together, study and remain free from such social practices.

Similar School and Education System

Common schools, public schools, convent schools and gurukuls in India are the examples of discord of socio-democratic pattern of education in our country. This is responsible for encouraging the gap and discrimination among students of different castes thereby increasing struggle among them. Similar schools in the country, therefore, the incentive is to get this type, which religion, caste, character, full of family secrets. The education committee has proposed for the following form of public education—

(*i*) The one which is free from caste, creed, religion, particular committee, prestige and is easily available to the students.

(*ii*) Which provides opportunity to study on the basis of merit and is not dependent on caste, creed or social status of the person.

(*iii*) One which is free of cost.

(*iv*) The one which keeps in mind an average father who cannot afford to send his child to an elite school and does not feel the need to do so.

Encouragement to Women's Education

A society cannot progress till its women do not get their due share of respect. Women in India belong to the weaker section. In order to uplift their condition, special arrangement should be made to include women's education at all levels of education in our country. Due amount of money should be spent in this direction. Such education should be in accordance with their interests, nature, skills. Many efforts are needed in this direction. Provision for schools, hostels and other necessary study materials is necessary to achieve the desired results.

Education of Backward Classes

A major section of Indian society comprises people from the backward section. To improve their condition in the sphere of education, the following arrangements are needed—

(*i*) Reservation of the backward classes at various levels of education.

(*ii*) Free education for backward classes.

(*iii*) Scholarships for students from backward classes.

(*iv*) Hostel facility for students belonging to backward classes.

(*v*) Arrangement of free food, study material for such students.

Reformation of Curriculum

We need to frame our curriculum in such a way that in principle or practically it helps in bringing following changes in the behavior of the educated people.

(*i*) Disbelief towards casteism/racism

(*ii*) Merit to be considered in place of lineage

(*iii*) Believe in social equality

(*iv*) Disregard towards untouchability

(*v*) Feeling of equality towards women

Notes

(*vi*) Respect towards backward sections of the society

(*vii*) Inclusion of social values in behavior

(*viii*) Hatred towards practices such as dowry

(*ix*) Disbelief in superstition, other malpractices

(*x*) Belief in the social culture of the nation

(*xi*) Efforts to co-ordinate modern with the ancient values

Educational Aims for National Necessity and Need

National unity is our top-most priority in today's time. Our dream is to have a strong, independent and prosperous nation. Problem of immigrants in Assam, Khalistan in Punjab, Rehabilitation in Kashmir, Telugudesam agitation in Andhra Pradesh, oppression of Hindi in Tamil Nadu are some of the impediments in achieving this goal. Regionalism and communalism are paralyzing the soul of the nation. Strong lingual affinity is dividing the country readily. Communalism is spreading across the western region, Gujarat, Assam like a wildfire. Therefore, in today's time the major goal of education is national unity.

Major obstacles in achieving the above goal are as follows—

(*i*) Communalism

(*ii*) Regionalism

(*iii*) Lingual affinity

(*iv*) Communalism

(*v*) Mad race for non-valuable position

(*vi*) Lack of selfless leadership

(*vii*) Priority to obtain right than fulfilling duty

Only when the aforesaid impediments are removed, the following objectives should be practiced for achieving national goal of education—

Encouragement to national spirit—To integrate the spirit of unity in diversity among sub-cultures, communities, region as was the aim of our forefathers at the time of freedom struggle for achieving the goal of national development, that should be the prime objective of education so that we are proud of our national culture. For achieving this Kothari commission has proposed for the following two programmes to be included in our educational curriculum—

1. **Re-evaluation of our national heritage and to know it in a better way**—This objective can be achieved by adopting following measures:

   (*i*) Arrangements should be made for organized study of Indian language, its philosophy, religion and history.

   (*ii*) Indian painting, sculpture, vastu, dance and music, dramatics to be included as a compulsory part of the curriculum.

   (*iii*) India and its various natural and political regions, their specialities should be made a part of discussion.

   (*iv*) Mutual interaction among teachers of various regions.

   (*v*) Organising holiday camps, summer camps on a national level.

   (*vi*) Establishing national/All India level institutes to promote study of Indian culture and its heritage.

2. **Development of inspiring and strong faith for future**—This can be done by following ways—
   (*i*) To educate the students about their citizenship, Constitution, its aims, provisions and principles.
   (*ii*) To educate the students about the model of development of democratic and social society.
   (*iii*) To inform the students about the five-year plans and other development programs of the country.
3. **Concentrated efforts**—To achieve the goal of national unity, concentrated efforts in the following directions are required—
   (*i*) Due importance be given to all modern Indian languages included in the syllabus.
   (*ii*) The modern Indian languages to be used as a medium of education, in thought process.
   (*iii*) Acceptance of three-language principle as discussed above for study purpose.
   (*iv*) Including regional language/mother tongue as a medium of instruction.
   (*v*) Development of national language Hindi by promoting it in communication.
   (*vi*) Compulsory promotion of national service program in the country.

Political Development

Our efforts towards promoting national unity will remain unsuccessful until our political development does not correspond with the pattern of political set up in our country. This challenge has following parts—

Assimilation of democratic values in citizens' behavior—These values are—

(*i*) Respect towards personality of a person
(*ii*) Generous patience
(*iii*) Self-control
(*iv*) Mutual co-operation
(*v*) Mutual respect
(*vi*) Sacrifice and service
(*vii*) Mutual exchange etc
(*viii*) Awareness towards our duties other than knowing our rights
(*ix*) To make our country economically independent.

The goal of social and national integration of our country is attainable only if through education we promote in our students—

(*i*) Social development
(*ii*) Political development
(*iii*) Accustom them according to the democratic set up of our country

Produce the Feelings of All Religious Good will

India is a multi-religious country. We have established a secular democratic country. Our Constitution provides freedom to every citizen of our country to practice religion of his/her choice and manage their religious. Only through education, the right to practice freedom of religion is possible. We cannot impart religion specific education. All religions are given equal importance in education. In this direction, the educational institutes should practice following activities—

(*i*) The school/college should begin by an all religion prayer.
(*ii*) The useful sayings from all religious texts should be read.

Notes

(*iii*) The birth anniversaries, remembrance day of saints from various religions should be celebrated.

(*iv*) Festivals of all religions to be celebrated in schools/colleges.

(*v*) Lectures from all religious leaders should be encouraged.

(*vi*) Standard syllabus should be made wherein principles of various religions are informed to the students through general awareness and language at primary and secondary level and at the higher level as a separate subject.

(*vii*) Comparative study of various religious at higher level should be made.

Adopting the above mentioned ways and inclusion of them in our education system can surely help in promoting all religious feeling across the nation.

Education for International Goodwill

India is a country "Sarve Bhavantu Sukhina, Sarve Santu Niramaya" and "Vasudhaiv Kutumbakam" tradition. This spirit or tradition is also necessary in this world where increasing stress, terrorism, arm race, and challenges to the sovereignty are dominant. Science and technology should be used for peaceful and developmental works for which an environment of international goodwill should be created. In the independent India we also contributed in it through the theories like panchsheel and neutrality. This spirit should also be incorporated in our education system with a view of individual development.

For us to become a global citizen, our study of humanities and social sciences should be of following type—

(*i*) Knowledge of the neighboring countries and other world of the nations should be given in the curriculum so that proper information about these countries can be given to the students.

(*ii*) This knowledge should be neutral and free from any biased approach.

(*iii*) Various exchange programs between countries should be promoted.

(*iv*) Objectives of United Nations and its various other organisations and their adopted programs should also be given due importance in our educational programs.

Coordination of Antiquity and Modernity

It would also be important for international goodwill that we should also adjust with the modernity based on new science and education of western countries. Indian society is a traditional society and we can develop the international goodwill until we do not adjust our antiquity and modernity. So in the educational system we have incorporate antiquity and modernity.

In the form of antiquity, India has got the heritage of great social, moral, and spiritual values. These are the universal human values which made India the messiah, pioneer and master. Today these values are badly needed in this world. The most powerful instruments of the process modernization are science and craft which are carrying the humanity towards destruction. Race of scientific arms and ammunitions is increasing day by day. We have already witnessed these large scale mass killings in two world wars. So rather than accepting science as our master we should use it as for the betterment of the humanity. Coordination of value-based antiquity and science-based modernity should be our objective. Late Pandit Jawaharlal Nehru said, "Can we not coordinate the progress of science and educational science with the progress of spirit and self? We cannot deny the importance of science because this is a basic thing of today's life and the values which were followed in India since the ancient times cannot be avoided as well. So we should proceed on the path of industrialisation with full force and never forget that without patience, mercy and wisdom, physical assets may turn into ashes." With the coordination of this antiquity and modernity we will be able make an Indian who will use the worldly scientific achievements while following the values like renunciation, tolerance, generosity, and peace. And with this our education can be regarded successful.

Notes

Self-Assessment

Multiple Choice Questions:

3. With the help of Agriculture and related works, seventy percent of the Indian population determine its—
   (a) Living (b) Work (c) Profession (d) None of the these
4. Indian Economy is—
   (a) Agricultural (b) Birth based (c) Work-related (d) Strong
5. Indian women is in the—
   (a) Strong section (b) Weaker section (c) Higher class (d) Lower class
6. A major part of the Indian society comes in the areas of—
   (a) Backward classes (b) Higher classes (c) Prosperous classes (d) None of the these

6.4 Human Resource Development

"Knowledge is only for the sake of knowledge; Education is only for the sake of education," has become a universally accepted theory. The tradition of education is for the development of characteristic, mental, and spiritual qualities of a child. Education was regarded as a nonproductive activity.

When education services expanded, enrolment started increasing, expenses also swelled up and now the state had to spend more on education, then the focus of educationists turned towards the financial side of education.

In the present notion of economics, the activities which are related to money were given more priority. The social activities related to money are dominant in this field. Man lives in society and he faces various economic problems in the society. These economic problems are analysed in economics. According to **Dr. Sieger**, "Economics is a social science which analyses that part of human efforts which are related to livelihood." Famous economist **Marshal** says, "Economics studies the human financial activities in the ordinary life. It studies how he earns his livelihood and how he uses it. So on the one hand it studies money and on the other hand it studies the more important factor, human." According to **Professor J. K. Mehta**, "Economics is a science which studies human behavior, which are done for fulfilling the needs."

Now the area of economics has expanded, now it is not only regarded as a science of money nut also as a science of human and human welfare. So in this way this is also related to education science. Educational science also takes care of child welfare. It also comments on human and social moral values. It materializes the notion of social and human welfare. This work is accomplished through establishment of schools, appointment of teachers, building construction, arrangement of playgrounds and examination arrangement and other educational activities. This needs money and the management and arrangement of money is possible through economics. So the economics of education is developing. Economical situations are also affecting education and the plan related to it. In America, economics of education is specially developed. Famous economist Theodore Schultz has done remarkable work in this field. In Russia, Mr. S G Stumilin has also done the pioneering work in this area. John Vejie in England and Michael Devanesh have also developed this branch. Adam Smith by combining the static capital with the profitable capabilities of the members of society and Thomas R. Malthas by emphasizing on the education and literacy of laborers for social coordination and economic peace prepared the fertile ground for educational economics. Alfred Marshal said, "The most valuable capital is the one which is applied in humans." Alfred Marshal emphasised on increasing the technical skills of labor. Marshal also stressed on the financial side of education and supported the idea of combining education with economical development.

Notes

6.5 Man Power Planning

According to Economics, Human is a capital. As money is needed for the economic development of the country, similarly man power is also needed for the development. If the laborers who work in the factories are educated, production of the factory will increase. Educated farmer will grow more crops in the fields as he will have the knowledge of fertilisers, seeds and instruments. So in this way educating a man is a capital investment. Man power management means to increase the working power of man, giving him knowledge of new techniques and making him aware of changes in the industry and agriculture.

Man has infinite powers but these powers should not be taken as any spiritual power. Economic vision, the capital, as strong economic enrichment as a means strength. It is a means, a forceful tool in factories.

Human resource is very important in economic development. It accelerates economic development and the country progresses. So the more qualified the means is the more is the possibility of economic development. So it is essential to increase its capability, ability and efficiency and this is the responsibility of education. Education is essential for achieving an integrated personality, character building and prosper lifestyle. It is also needed for self introduction and satisfaction so that a man can attain a complete personality. After understanding this dual tendency of education we can properly analyze its contribution in economic progress.

The purpose of education is not only economic growth. Education is essential for economic growth on the one hand, on the other hand it is also indispensable to the enjoyment of life. To become a good man to achieve integrated personality, character - build and enrich education is essential for survival. Self-introduction and self-satisfaction, which required education for the entirety of human personality could be obtained, take the dual operative to understand the law of education on economic growth in its contribution can be evaluated properly.

The purpose of economic development is to alleviate the living standard of man. In India, eradication of poverty and alleviation of living standard is its criterion. It promotes the spirit of self-reliant through modern technical ability instead of depending on natural resources. It will eradicate the tendency of fatalism and will check the depreciation of sense of responsibility. A minimum basic education will also be needed to make them able to be self confident, understand the nature of business to create a new environment.

Self Assessment

State whether the following statements are True/False:

7. India is a multi religious country.
8. According to economics, human is not a capital.
9. Adult education is the foremost need for economic development.
10. Primary education creates the base for education.

6.6 Means of Human Resource Development

Adult Education

Adult education is the foremost need for economic development. More than 63 percent of people are illiterate in our country and the country's development depends on these illiterate adults. So they will have to be educated through concentrated efforts of literacy programs and social education so that they will be able to read and understand the content related to agriculture and industry and excel in these fields. Education increases technical knowledge, prudence and courage which expands economic activities, makes the proper usage od resources possible and increases production which accelerates economic progress.

Notes

Primary Education

Primary education creates the base for education. It brings literacy, elementary proficiency and positive mentality. After being able to read and write the people benefit themselves with the related work literature. After getting knowledge of the surroundings people do not believe in superstitions and can face any barrier in their progressive efforts. They have a scientific point of view towards new techniques, work experience and instruments, which helps them to understand the modern production activities. Their mentality also gets sophisticated. This produces spirits like sympathy, brotherhood, tolerance and cooperation which makes human a useful member of a nation, society and workplace.

Secondary Education

For most of the students, secondary education is the last stage of education, after that they become indulge in financial activities. This activity may be their own business or they work as an employee in a factory or office. Whether they work in agriculture, craftsmanship or they work as a clerk or laborer, they are always contributing in economic progress. Secondary education produces maximum number of skilled or half skilled laborers. After completing secondary education students get admitted for higher education, after which they are available for production, organizational and administrative activities as a skilled human force. So th secondary plays a very important role in economic development.

The diverse syllabus of multi-objective schools has been unable to produce skilled labor. Junior level schools have also been failed in achieving their objectives. Some industrial training institutes are successful to a certain extent but they are under control of labor department. Agriculture is the biggest industry in India. There is always a scarcity of school which can produce skilled laborers. The students who opt for higher studies after completing their secondary education are so poorly prepared that they are unable to get complete benefit of the higher education. Our secondary schools are unable to give employment training and capability of higher education.

Higher Education

Education produces employees of higher classes. They either operate big factories or manage big offices. The progress in production depends on their decision making and management. Higher education if of two types – First, general and second, special. By general education, administrative and organizational employees are produced. On the other hand the special education produces highly technical employees. Generally, special education is given more emphasis for economic progress but specialization narrows the outlook. The fast progress in science and technology also change the techniques. So demand for the employees who can adopt with the changing scenarios increases. For this objective, good general education is essential.

6.7 Role of Education in Man Power Planning

Indian Constitution—The prologue to the constitution has a thoughtful clarification of new values of the nation. There is a combination of new thought process and new decision behind it. If we want to inculcate the constitutional values in our life our education planners have to arrange the educational system constitutionally. The values and principles of the constitution can only be expanded through education.

The constitution has a close relation with complete national life. Constitution has a very high place in democracy. It gives guidance to the nation. So the works should be executed as per the constitution. The constitution has directives for every aspects of the national life. To execute those directives is the foremost duty of the government and the society.

Notes

Education Related Directives— These are the following education related directives in the constitution—

1. **First Directive** is in the prologue of the Constitution according to which every citizen will get justice, freedom of speech and expression, equality and brotherhood. This role of education should be kept in mind during planning.
2. **Second directive** is in the chapter of the fundamental rights which says that every citizen have equal rights and they have right of cultural and education development.
3. **Third Directive** is derived from moral directives for the states which says every child upto 14 years of age will get free and compulsory education.

Task Express your thoughts on the commercialization of education.

6.8 Important Change in Education

If we expand the true pattern of democracy we have to make some fundamental changes in the education.

1. Every citizen in India has equal opportunities and right for education. So there should be discrimination in the education on the basis of caste, religion and section. Every should get education so that he can develop himself as per his wishes and interest. In ancient India, education was only the right of higher classes but now every class and section can get education. So the stated have established adequate number of schools and have to arrange different programs so that the students from different sections of society can be benefitted from education and become a responsible citizen.
2. India not only has social differences but also have social and economical differences. In the present education system these imbalances have increased. The rich has become richer and the poor has become poorer. If we want to build democracy in our country then we have plan an educational system which promotes equality among the educated people. There should be minimum difference in their pay scales, environment and other facilities. On profession should be regarded higher than the other engineers, doctors, teachers should get equal pay and facilities.
3. There is a complete scarcity of the freedom of speech and expression in the present technical and practical education system. The syllabus which is planned by the education officer is taught in the schools and the students get no opportunity of discussion or self study. These examination bound school do not have any time for free discussions and spiritual progress. The students are indulging only in the bookish knowledge. So If we need thoughtful, independent and freedom loving citizens, we have to make some fundamental changes in the syllabus and education system. If the schools are the mirrors of new national life then the character of the students should according to the new values. Until the children are not taught about the democracy in the schools we can make them believe in socialist values. They will not be able to create a new nation and will not become of scientific instinct. They will not be able create free humans. So to change the traditional society it is necessary that its citizens are free for speech and expression.
4. Mutual sympathy and affection is expected from education. The citizen should have the spirit of one language, one nation and one sentiment. According to the Constitution, Hindi should be expanded as a connective language which consists of all the national characteristics so that all citizens can easily communicate and the caste difference could be minimized. It is true that in the absence of a common language mutual discrimination becomes a big issue and this increases misconception among people. So it is essential for the schools that they keep on spread the notion of one language and provide guidance to future generations.

In 1953, Mudaliyar Commission proposed some ideas and after 12 years, Kothari commission also suggested some, but they have very minimal impact. So if the school manager, education officer and society are aware of the new values of education, familiar with the Constitution and adopt the way of progress, they may bring revolution in the educational field. Education planning is the base of society which inspires all social trends. Even the principles of planning have special place in the field of education.

5. Education planning in the field of education has become more important after the independence. Earlier education was managed through donations and the incomes of temples. But after the Independence, even there was more necessity of education, the funds for the education diminished. The sources of fees also drained up due to free education programs. The situation in local bodies became more pitiable this resulted in minimum financial support for education. Now the government have become more responsible for the arrangement of educational expenses. Now it has to bear the three fourth of the expenses.

With the development of educational economics, educational objectives also changed. The reason behind this change is global education. When it was believed that educated people are much better citizen and laborers than uneducated one, the government started the free education program. It increased the expenses and people started thinking about results. With the progress of science and technology, the demand for skilled labor was also increasing. The good impact of all this was that the educational economics flourished at a rapid pace.

6.9 Summary

Mahatma Gandhi identified this shortcoming in education and tried to related education with productivity by incorporating the notion of labor in the fundamental education. In the socialist European countries this is incorporated in the syllabus as compulsory subject with different names like physical work, work experience etc. The Education Commission also recommended it to be included in the education by christening it as "Work Experience". Work Experience is to contribute in the productive activities in schools, fields and factories, so that the education and work can be integrated and the educated man force can be transformed into skilled man force and become an important factor in production.

6.10 Keywords

1. **Socially Useful** : Useful for society
2. **Adopt :** Accept

6.11 Review Questions

1. What is meaning of national economic development? Describe.
2. Describe the incorporation of physical labor in education.
3. Comment on the commercialization of Education.
4. Define the same school and education system.
5. Describe the means of human resource development.

Answer: Self Assessment

1. Agriculture	2. Ancient	3. (a)	4. (a)

Notes

5. (b) 6. (a) 7. True 8. False
9. True 10. True

6.12 Further Readings

Books

1. Philosophical and social basis of Education—*S. S. Mathur, Vinod Pustak Mandir*
2. Philosophical basis of Education—*Yogendra Kumar Sharma, Madhulika Sharma*
3. Philosophical basis of education—*O. P. Sharma*
4. Education and psychology—*Measurement and Evaluation: Shashi Prabha*
5. Philosophical base of Education—*Pandey, Ramshakal*
6. Sociological basis of Education—*S. P. Chaubey, International books, Meerut*
7. Philosophical basis of education—*Dr N. K. Sharma*

Notes

Unit 7: Education: Social Stratification and Social Mobility

CONTENTS

Objectives

Introduction

7.1 Social Stratification

7.2 Definitions of Social Stratification

7.3 Forms of Social Stratification

7.4 Types of Social Stratification

7.5 Basis of Social Stratification

7.6 Education and Social Stratification

7.7 Social Mobility

7.8 Definitions of Social Mobility

7.9 Types of Social Mobility

7.10 Factors Affecting Social Mobility

7.11 Education and Social Mobility

7.12 Summary

7.13 Keywords

7.14 Review Questions

7.15 Further Readings

Objectives

After reading this chapter/unit the students will be able to—

- Social mobility
- Social stratification
- Basis of Social Stratification

Notes

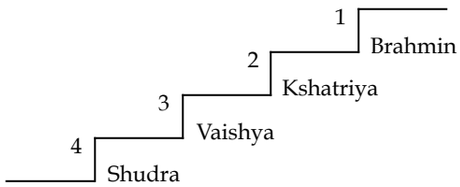
Introduction

Education has a deep association with Stratification. The boy who comes from a low or middle class in society mostly receives education for the reason that by getting educated he can elevate his section/class whereas, the boy from the upper class receives education so that he can lay his claim on his position and respect. What is social mobility; several scholars have discussed it according to their own viewpoints. In this regard, Ublu. C Headrick says that," Social mobility marks the shifting of people from one social group to another."

7.1 Social Stratification

India's socialist structure has been discussed within the Indian society and it has been also been completely strived to consider every individual in the society as equal on social, political, academic and economic basis. But, we cannot rule out diversity while establishing unity and equality. Even if we look at the nature, then on the basis of physicality also people are either fair or black, thin or fat, tall or short, in other words, in some or another form, people are diverse from each other. Due to this reason, the psychologists believe that personal distinctness is an eligible attribute we should accept. This situation is also found in society. Social inequality also arises at each level in society. In order to run the social set up smoothly, it is important to give every individual specific position or work and the moment we figure out the situation, the repute of an individual or a group vests spontaneously. And, this repute itself is called social stratification.

Social stratification divides the society into various sections. Due to this reason, we call only that society a stratified society which is divided into various groups. Social stratification is going on in our society since before. For the purpose of the organization of the society when it was divided in four parts, that also is a part of this stratification. We can define this stratification through this sketch this way—



7.2 Definitions of Social Stratification

The thoughts expressed by various scholars regarding social stratification are as follows—

1. **H.P. Fairchild**—"By social stratification we mean the arrangement/organization of societal elements into groups on different horizontal levels and establishing each element's superiority and inferiority while granting each a position/status."
2. **Vilhelum Aubert**—"Social stratification illustrates on how to arrange/organize a society, which assigns the people or roles above or below each other."
3. **P. Gilbert**—Social stratification is the division of society in permanent groups or categories which are linked to each other through the relationship between superiority and subordination."

7.3 Forms of Social Stratification

Sociologists state the following forms of social stratification—

1. Slavery, 2. Estate, 3. Caste, 4. Class.

Notes

Task Express your views on the social changes of education.

Self Assessment

Fill in the Blanks:

1. Social Stratification ..... to arrange/organize the society.
2. ..... can't be brought in closed stratification.
3. Social mobility means the shifting of ..... from one social group to another.
4. Downward social mobility is completely ..... from upward social mobility.

7.4 Types of Social Stratification

1. **Closed Stratification—**This is that stratification in which no change can be brought. Once a person is granted a position/status, it is attached to him all his/her life.
2. **Open Stratification—**In this kind of stratification, an individual has the freedom to bring about a change in his position/status. He can incline from it either upwards or downwards.

7.5 Basis of Social Stratification

Age	Sex	Religion
Politics	Basis of Stratification	Caste
Occupation	Locality	Ssocial Class

Notes A lot of change has come about in the Indian society and the major reasons for this are-inculuturation, westernization, urbanization and industrialization.

7.6 Education of Social Stratification

There is a deep connection between education and stratification. The boy who comes from a low or middle class in society mostly receives education for the reason that by getting educated he can elevate his section/class whereas, the boy from the upper class receives education so that he can lay his claim on his position and respect. Any nation wants to progress in technological education so that it can elevate its level. The education is developing due to progressive technological education and new dimensions of education are unfurling, which are giving birth to new stratification. The class consciousness can be invoked/roused in a boy through education which results in a boy constantly trying to elevate himself to the upper class level while developing his might/power. We can say that social stratification also has an effect on our education. There are various educational institutions for different communities in

Notes

the society, where the higher class educational institutions want to impart better and quality education than the lower level educational institutions, which has also resulted in education's stratification. The psychologists have considered stratification as a desirable attribute as intellectual stratification inspires us to structure various types of curriculums. That is why we believe that social stratification and education have a deep connection. We will explain the need for social stratification in the following lines—

1. It provides various individuals of different levels for various roles in the society.
2. Stratification facilitates decentralization of work whereby, every individual understands his/her responsibility.
3. It is possible to train people ideal to stratification in various fields and increase their productivity.
4. Labor division becomes easier on this basis.
5. It helps to maintain the social set-up by placing people on various positions according to their capabilities.
6. It also helps in keeping safety and dispelling interpersonal conflicts/frictions/struggles.

7.7 Social Mobility

If we look at historical India's society, we will find that the society was majorly split into various-Brahmins, Kshatriya, Vaishya, kshatriya, shudra. These castes were made on the basis of their work/role but slowly and gradually they imbibed the basis of birth and people were not given the freedom to go out of the periphery of their respective castes. But a change has come about in today's Indian society and the main reasons of this change are-inculturation, westernization, urbanization and industrialization. Where on the constitutional level, we think of social equality, freedom and justice, on the other hand, we also think of the composition of education which does not differentiate on the basis of socio-economic level. At each and every level we have tried to erase the social discrimination trying to bring various groups/communities closer to each other, and, this closeness is not possible till we don't give the community/group the opportunity of mobility. What is Social Mobility? Several scholars have described it according to their viewpoints which are explained as follows:-

7.8 Definitions of Social Mobility

1. **P. Sorokin—**"By social mobility we mean-any transition of an individual from one position to another in a constellation of social group and strata."
2. **W.C. Headrick—"**Social Mobility is the movement of persons from one social group to another social group."

   Hence, we can say that social mobility is the change a person makes in his place and it is important that this change is stable.

Did u know? Social Stratification divides the society in various sections/classes.

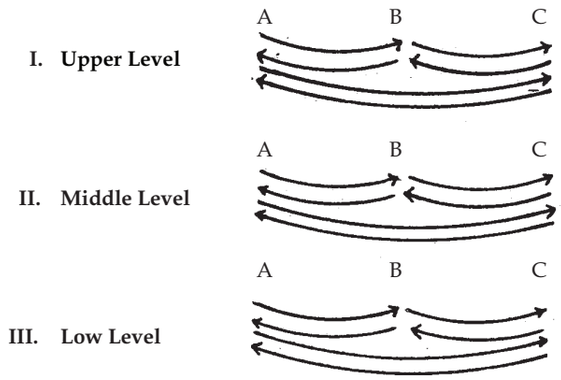
7.9 Types of Social Mobility

Headrick has mentioned to forms of social mobility—

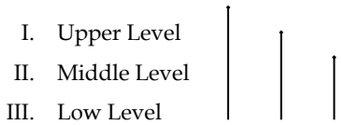
1. Horizontal Mobility
2. Vertical Mobility

Notes

1. Horizontal Mobility means the movement of the individual or group from their social group/ community to anther social group/community at the same level. Example-if we are the spokesperson of Agra University and if go to Kanpur University, then that is called horizontal mobility. We can explain it through the following sketch.



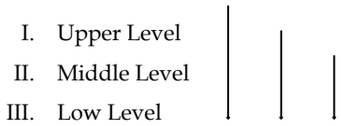
2. Vertical Mobility means the movement of an individual from one social position to another social position. For example-if we are backward economically and we win a lottery, then we will become a part of upper economic group. This type of mobility is call horizontal mobility which can be explained through following sketch—



Havigorust and **Neugarten** have made some change in the thought given by Headrick. They have explained two types of social mobility—

1. Upward Social Mobility
2. Downward Social Mobility

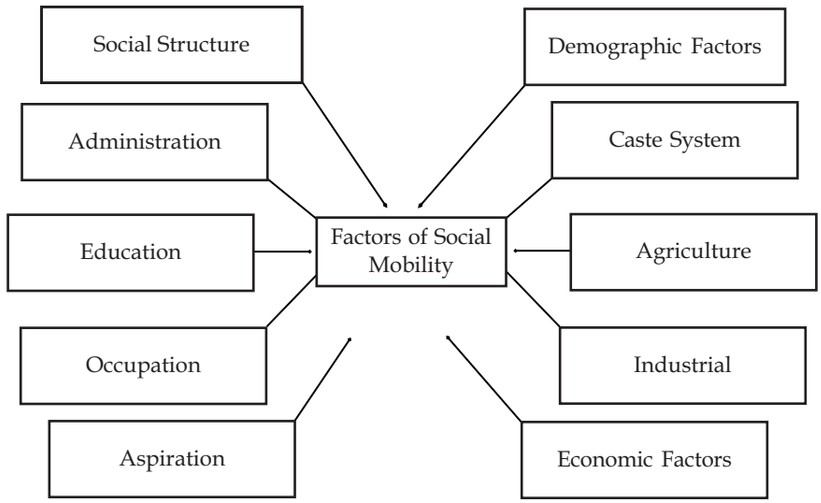
1. Upward social mobility is like vertical mobility, where an individual raises his level from the level is stable at and after that, he learns the culture of the new group he enters and moulds his behavior according to that.
2. Downward mobility is opposite of upward social mobility, where an individual goes down from the level he was at. For example-an individual is big trader, but he goes bankrupt if he suffers loss in trade, then he comes down to the low economic level from high economic level. We can explain this mobility through the following sketch-



7.10 Factors Affecting Social Mobility

Factors affecting social mobility are as follow:

Notes



If any change happens in any of the above mentioned factors for the purpose of advancement or Declension, then that affects the social mobility. If the society is structured on the basis of caste and in case there is a change in its character, then society will head towards mobility or there would also be mobility in the society if education progresses.

7.11 Education and Social Mobility

Equality in academic opportunities has been discussed in the Indian constitution, the major reason of which is to do away with the gap between various groups/communities through development/ progress of education and furthermore, we want to improve an individual's level and standard of living through the development/progress of education. In other words, we can also say that education ends the class difference based on birth and destroys the rigid stratification prevalent in the society. Teachers and students who are involved in the process of education also have a positive relation with social mobility. Any teacher who progresses towards a higher position after joining his job means he is accepting mobility. Furthermore, the students use education to attain a higher level in the society, in other words, teachers and students both head towards upward social mobility. This mobility is a desirable process and every individual should get the opportunity to attain it on the basis of his capability and aspiration. This process is slower in Indian society as compared to western societies but the Indian society is involved in the process of development and surely headed towards social mobility.

Self Assessment

State whether the following statements are True/False:

5. The process of urbanization is apparently related to academic progress.
6. Social mobility means the disengagement/split of people from one social group to other social group.
7. The society in historic India was majorly divided in four castes-Brahmin, Kshatriya, Vaishya, shudra.
8. Equality in academic opportunities has been discussed in the Indian constitution.

7.12 Summary

Teachers and students who are involved in the process of education also have a positive relation with social mobility. Any teacher who progresses towards a higher position after joining his job means he

is accepting mobility. Furthermore, the students use education to attain a higher level in the society, in other words, teachers and students both head towards upward social mobility. This mobility is a desirable process and every individual should get the opportunity to attain it on the basis of his capability and aspiration. This process is slower in Indian society as compared to western societies but the Indian society is involved in the process of development and surely headed towards social mobility.

7.13 Keywords

1. **Social Change**—Changes happening in the society.
2. **Social Mobility**—The progress, new improvements, changes in society.

7.14 Review Questions

1. Explain the factors of social change.
2. What do you mean by social mobility? Explain.
3. What do you mean by social stratification? Explain.
4. Comment on education and stratification.

Answers: Self Assessment

1. Explanation	2. Change	3. People	4. Opposite
5. True	6. False	7. True	8. True

7.15 Further Readings

Books

1. Philosophical and Social Basis of Education—*Mathur, S.S., Vinod Pustak Mandir*
2. Philosophical Basis of Education—*Sharma, Yogendra Kumar, Madhulika Sharma*
3. Philosophical basis of education—*Sharma, O.P.*
4. Education and Psychology–Measure and Evaluation: *Shashi Prabha*
5. Philosophical Basis of Education—*Pandey, Ramshakal*
6. Sociological Basis of Education—*Chaubey, S.P., International Books, Meerut*
7. Philosophical Basis of Education—*Sharma, DR. N.K.*

Notes

Unit 8: Democracy and Education

CONTENTS

Objectives

Introduction

8.1 Need and Importance of Education in Democracy

8.2 Democracy in Education

8.3 Democracy and Meaning of Education

8.4 Democracy and Aims of Education

8.5 Aims of Democratic Education According to Henderson

8.6 Democracy and Curriculum

8.7 Democracy and Methods of Teaching

8.8 Democracy and Discipline

8.9 Democracy and Teacher

8.10 Democracy and School Administration

8.11 Democracy and Education in India

8.12 Equalization of Educational Opportunity in India

8.13 Summary

8.14 Keywords

8.15 Review Questions

8.16 Further Readings

Objectives

After studying this chapter students will be able to—

- Understand the need of education in democracy
- Understand democracy and curriculum
- Understand democracy and discipline
- Understand the equalization of educational opportunity in India

Notes

Introduction

Before understanding democracy and education, it is important to understand the meaning of democracy. The English word for the hindi word prajatantra is democracy. The word 'Democracy' is a combination of two greek words Demos and Cratic. Demos means people and critic means rule/governance. So, this way the literal meaning of democracy is 'peoples' rule/governance'. Defining democracy Abraham Lincoln has said."Democracy is of the people, for the people and by the people." Brice has written in democracy's context."Democracy is that Government in which, the power to govern doesn't lie with any one individual or any group but it lies with the people collectively."

These definitions are considered traditional/narrow in today's modern world, because according to these definitions democracy's meaning has political connotations. According to them the meaning of democracy is used only in the context of governance system. Rather, democracy today is very comprehensive/pervasive/expansive. Democracy today not used only in governance system's context but it has also become a way of life, in which each and every individual of society gets equal opportunities to lead his/her life as well as the independence to develop his overall powers. According to Boyad,"Democracy is a part of living and living means-affecting each and every sphere of life deeply."

Endorsing this thought, the University education commission has said that," Democracy is not a political set-up/system but a way of life. Democracy is based on the principle of equal rights and independence and these principles apply not only for any particular race, religion, sex or economic level but for everyone.

In today's age democratic beliefs and principals apart from political sphere are also used in social and economic spheres. Democracy in social sphere means the social set-up in which all the members are provided with equal rights irrespective of their colour, creed, caste, religion, community, character or sex. In social democracy all the citizens get the freedom to progress and work according to their ability or merit. The state and society grants everyone with equal facilities and opportunities. Dewy in this context says that common/public welfare is being taken care of in democracy and personal interests are being disciplined through social control. Democracy in economic sphere pertains to that economic system in which every individual is provided with equal opportunities to earn money and utilize it. All the citizens in economic democracy are given equal opportunities to attain a high standard of living. In this set-up, the economic power is not focused towards a handful of rich people, but, is managed by the common people of the country, which enables the apt use of the public money for public welfare and the citizens are able to lead a comfortable life. Economic democracy defies capitalism, believes in co-operation and considers everyone's right over money's generation and distribution. In the words of Bhatia, "Economic democracy means the concentration of economic power in the hands of all the people and not with a handful of capitalists or specific group."

Thus, we can see that democracy in the modern world not only pertains to political system but it is also a social and economic set-up. This is a way of life. Democracy in academic term means giving equal opportunities to all the people of society to attain education. In the words of I.J. Power,"the democracy is arranged in education with the reason to facilitate equal opportunities to all the children of people to attain education and they would be able to go schools regularly. To make it happen, there would not be any social discrimination between them, which causes hindrance in the academic sphere."

8.1 Need and Importance of Education in Democracy

The power of governance in democracy is not directed towards any one particular person but is focused towards the chosen representatives of people. These chosen representatives by the people constantly work for public welfare and function for more and more welfare of people. When these representatives start misusing their rights or powers, then the people bereave them off their right to rule and instead

Notes

chose other people as their representatives. Thus, there is a provision of self rule in a democratic state. It is important for the people to be educated enough to self-rule. When people in democracy have the right to choose their ruler then they should also have enough knowledge and wisdom to choose apt rulers. They should choose those rulers who can be active for the welfare of the people. In the absence of required knowledge and wisdom people can give into the selfish, corrupt and treasonist candidates and would end up choosing unsuitable people who are not fit to rule and the society would not be able to progress under the rule of undeserving rulers. Therefore, it is important to educate people in democracy and they should be made aware politically. Democracy cannot be successful without an educated public. Thus, education is the backbone as well as basis of democracy.

Need and importance of education in a democracy is mainly for the following reasons:

1. **To Create Capable Citizens—**The success of democracy is dependent on those citizens who are capable, efficient and have an excellent character, give importance to freedom, equality and justice and are away from the petty sentiments of racism, sectarianism, superiority and inferiority. These excellent citizens can only be churned out through education. Thus, education is important to create capable and excellent citizens in a democratic state.
2. **To Education about Duties and Rights—**It is not only important for citizens in a democratic rule to be familiar with their duties and rights but they should also fulfill their duties properly and utilize their rights rightly. A state can function smoothly only when all its citizens are mindful/aware about their duties and rights and this can only be possible through education. Education is an important weapon of democracy because only an educated citizen can protect democracy.
3. **To Develop the Feeling of Love for One's Country—**The responsibility of progress and protection of a democracy rests on its citizens. For this it is important that they have the feeling of love and devotion towards their country. They should have such a feeling of sacrifice in them that they should not even consider their personal interests as important and are ready to give up everything for the welfare of the country. They should feel that the country is their own, its progress is their progress, and thus, we should not even endear our lives for its protection. To breed this kind of feeling in the citizens is only possible through education.
4. **For Political Awareness—**Citizens in a democracy choose their representatives first handedly to govern the country. Hence, they should be considerably familiar with the importance of voting. They should have the complete knowledge and information about the governance system. They should have the complete information about the way their representatives govern and fulfill their promises as well as the level of work they are doing for the public welfare. This is education's function. Education makes an individual aware about the importance of voting, informs him about the governance system, makes him aware about the political system and breeds the interest in him to take part in these activities. Hence, we can say that the onus of running a democratic set up lies on an educated public.
5. **To Invoke Confidence in the Democratic Ideals—**A democracy has its own standards and values. The success of democracy depends on the fact that it citizens believe in these ideals and values and act according to them only. For this education is important and education only does this important work. Education only invokes confidence in the citizens for these ideals and values and develops in them the habit of acting according to these ideals and values.
6. **To Develop Humane Qualities—**Those kinds of citizens are required for democracy who are full of humanly qualities. They should have the qualities of love, cooperation, goodwill, sympathy, patience, benevolence and sacrifice. The citizens full these humane qualities are the cornerstones of democracy. The success of democracy depends only on these citizens. These qualities can be developed in the people through education only. Hence, education is important in democracy.
7. **For the Conservation and Devolution of Culture—**It is important in a democracy that all the citizens are familiar with the attributes like their culture, civilization, education and science etc and contribute in these attributes' development also. This can only be possible through education, because

education is the only medium through which our culture and social heritage can be protected and can be transferred from one generation to another generation.

It is evident that for the success of democracy education is extremely important. If we want to make the democratic rule system a success, we need to educate the citizens. Hatherington has said it right—"Democratic government demands an educated public."

Notes The power of governance in democracy is not directed towards any one particular person but is focused towards the chosen representatives of people.

Self Assessment

Fill in the Blanks:

1. Education tells a person the importance of ..... .
2. Education is the ..... of every individual.

8.2 Democracy in Education

Democracy in Education or democratic education means the influence of democratic ideology in education. This influence has happened in the following way—

1. **Universal and Compulsory Education**—It is reckoned in democracy that education is the birthright of every individual. Any person in the country from any religion, caste, group, community, colour or territory, cannot be deprived of his right to get education. Thus, in democratic countries compulsory education is mandated for all girls and boys till a stated duration. In India, the provision for compulsory and free education has been made for all the girls and boys till the age of 14.
2. **Free Education**—In democracy every boy and girl has the equal opportunities for progress and development. The government gives free education to every child up to a specific standard so that a poor child can also get education. In all the democracies in the world, provisions have been made to provide free education up to a specific standard. In this context, Professor Humayun Kabir has written, "If the democracy want to be more effective and every person wants the guarantee of total development, the education should be universal and free."
3. **Provision of Adult and Woman Education**—Professor S. N. Mukherjee has written, "If the child education is essential for the bright future, adult education is also essential for present existence of the democracy." According to democratic idea of thinking education for adult, woman and disabled is being emphasized in various countries.
4. **Child-Centred Education**—In democratic ideology, child is being regarded as the centre of the education which is given according to his interests, qualification and ability. A such environment is being created by the education which is needed for overall development of a child.
5. **Curriculum According to the Needs of Person and Society**—In a democracy, curriculum for education is being organized in accordance with the society. The curriculum is being designed in these countries so that the social objectives can be achieved and the child can be made a responsible citizen.
6. **Method of Teaching**—Such teaching methods are being emphasized in the democratic countries which do not pressurize the student. These methods inspire them to find knowledge themselves and emphasize on learning by doing.

Notes

7. **Importance of Teacher—**Due to the democratic ideology, teachers are being their due respect and they are being given more freedom in their work. They are free to change the teaching methods. They are also helping in the making the curriculum and textbooks.
8. **Emphasis on Self-Discipline—**According to the democratic ideology Students Union, Hostels and Welfare societies are established to develop a sense of self discipline in the students. In these establishments the students are responsible for the management. They make their rules and follow them which make them responsible and they become good orators and writers.
9. **Organisation of Co-Curricular Activities—**To express the thoughts and writing and to also develop a sense of responsibility in the students, various co-curricular activities like sports, debates, music concerts and tours are being organized in the democratic countries. The students organize these functions themselves which make them responsible and they become a good writer and orator.
10. **Relation Between Various Agencies of Education—**Due to effect of democratic spirit, efforts are being made to establish a sense of cooperation among various agencies like school, family, community, religion and the state, so that the students are benefitted.
11. **School is miniature of Society—**In a democracy, schools are regarded as the miniature of the society, where a child not only gets the moral education but he also learn the lessons of world brotherhood.

Many countries in the world have given these ideas a place in their education system. America is the fore runner in it and India is also not lagging behind. Until these ideas are not given their due place, no democracy can become successful.

Did u know? The citizens are responsible for the protection and development of a democracy.

8.3 Democracy and Meaning of Education

According to democratic point of view, education is a social process in which the personality of a citizen is developed and they are socialized which benefits both, the society and the citizens. Clarifying the meaning of education in Democracy, **Dyuvi** said, "The education in the democracy should develop interest in social activities and should also develop such mental habits which can bring social changes without any disturbance."

In democracy, person and society are respected. A person makes society and the society works for the betterment of the person and this work done through education. In this context, Professor Humayun Kabir has written, "For the social coordination and development, the democracy tries to change the brutal force in persuasion. The meaning of the principle which regards prudence as the guiding force rather than the power is that the education should make the citizens, the creative members of the society."

Self Assessment

Multiple Choice Questions:

3. Education is the ..... of the democracy
   (a) Spine and base (b) Necessity (c) Utility (d) None of the these
4. Such citizens are needed for the democracy which are fitted with
   (a) Human virtues (b) Inhuman vices (c) Godly virtues (d) None of the these
5. In the democracy, the citizens directly elect ..... to govern the nation
   (a) Leaders (b) Representatives (c) Saints (d) None of the these

Notes

6. According to democratic point of view, education is

   (a) A judicial process (b) A social process (c) A political process (d) None of the there

8.4 Democracy and Aims of Education

However the aims of education get changed according to the country, period and situation but still on the basis of the expectations and beliefs of the democracies there are some objectives of the education in the democracy, which are following—

1. **Harmonious Development of Personality—**One of the important objective of the education in the democracy is the round development of a person. The more powerful, knowledgeable and gentle the citizens, more the successful will be the country. If the citizens of the country are not healthy they will not be able to protect the freedom of their country. Similarly if the mental abilities such as concern, logic, imagination, and decision of the citizens are not developed, the political, social, and economic problems cannot be solved. So the education in the democracy should develop the citizens physically, mentally and characteristically.
2. **Development of Democratic Values—**In a democracy, it is very essential for the citizens that they understand the values and principles of the democracy, believe in it and behave accordingly, which can make the democracy successful. So one of the objectives of the democratic education is to develop the democratic values and principles in the citizens. For this they should be given freedom to live democratically. The whole environment of the school should be according to the democratic values.
3. **Development of Vocational Efficiency—**It is said that political democracy is not complete without economic democracy. The success of democracy depends on the economical progress and the country's economic progress. So the one of the major objective of the democratic education is to develop the financial efficiency in the citizens so that they become self dependent and make financial progress.
4. **Development of Good Habits and Interests—**Good habits and interests are the foundation of good works and also develop the character. They also teach the proper utilization of time and power, and bring prosperity in life. So the prime objective of the education in the democracy in the education is to develop good habits and various interests so that they can utilize their time and power to become a good citizen and make the society more better.
5. **Development of Social Outlook—**Human is a social animal and also gets inspiration from the society. So the main objective of the education in the democracy is to develop the social viewpoint and the spirit of socialism in the citizens so that he can sacrifice his rights for the betterment of the society. He should understand that he belongs to society and his whole life is for the society. He should think and act for the betterment of the society. So such activities should be emphasized in the education which can develop social virtues in the students and give education of social life and social service.
6. **Development of Civic Qualities—**The success of democracy depends on able and ideal citizens. So the objective of the democratic education is to make better and able citizens who politically conscious and are fitted with human virtues and who also have the ability to solve political problems of the country.
7. **Development of National and International Understanding—**The democracy believes in peace and coexistence. So one of the objectives of the education is to develop the national and international understanding in the students. Emphasizing on the development of national understanding is not only the main objective of the education but it also means the development of international understanding as a country also needs to take help from other countries for their existence.
8. **Development of Leadership—**Democratic education also has the objective of development of leadership qualities in the students. Today children will be the future citizens. So such leaders and path finders should be developed through education which can leadership in the fields in technology, medicine, and social service make the nation more successful and prosper.

Notes

8.5 Aims of Democratic Education According to Henderson

Henderson has told following objectives of democratic education—

1. To develop the sense of faith and respect towards human personality in the students.
2. To help the students to get the resources for learning and also to get their right on their social heritages.
3. Also the teaching of self discipline and development in general betterment.
4. To develop the ability of self-communion according to democratic truth.
5. To help the citizens in understanding the democracy and make social development their objective.

8.6 Democracy and Curriculum

Such curriculum should be designed in the democracy which can be helpful in achieving the democratic values and ideals and make the students able to live a successful life in this democratic society. In this context the democratic curriculum should be designed on the basis of the following principles—

1. The curriculum should be flexible, detailed, and versatile and it should comprise all subjects and activities which are helpful in the all-round development of the student and can give them the education to spend a successful life.
2. The curriculum should be so flexible and detailed, that students should be able to select the subjects and activities on the basis of their interest, ability, capability, wisdom, and needs.
3. The curriculum should be made on the basis of local resources and necessities.
4. It should comprise such subjects and activities which can provide education at the time of vacations.
5. The democratic curriculum should emphasize specially on social activities. It should also develop social spirit in the students and should also be helpful in the fulfillment of social needs.
6. The curriculum should be made on the basis of financial needs of the students.

8.7 Democracy and Methods of Teaching

In a democracy, the teaching methods should also be selected on the basis of democratic values and ideals. The fundamental principle of the democracy is freedom, forcefulness and progressiveness. So the orthodox and inactive teaching methods have no place in the democracy. Following are the qualities required in the democratic methods:

1. Through the democratic method of teaching the student should be taught through learning by doing. In spite of sitting inactive in the class the student should remain active and himself find the principles and truths and reach to a conclusion.
2. The students should be given opportunity to learn through experience and the student should not be pressurized. He should also have the freedom of raising questions, consult, debate and express his view.
3. In the democratic education, the process of education should go on the basis of cooperation. All the activities of the class, teaching and students should be done in which the cooperation of students. A teacher should only work as an assistant and guide and should only help the student in getting achieving.
4. In the democratic methods of teaching, main emphasis should be given on the development of mental abilities like thinking, logic and imagination and its inspection approach should be followed.

Notes

8.8 Democracy and Discipline

Discipline is of great importance in the democracy. Any democratic system cannot be successful without discipline but it does not support suppressive discipline and supports self discipline. In democracy the self discipline is regarded as the best discipline in which students maintain the discipline without any pressure and physical punishment. To encourage the spirit of self discipline in the students of a school in the democracy following things should be done:

1. School's environment should be calm, effective and fearless so that the students could get better opportunities for development.
2. Such functions should be held in the schools so that the sense of responsibility should be developed in them. Total freedom should also be given to them to organize students and sports unions so that the spirit to follow their own rules can be developed in them.
3. Such social activities should also be developed in the schools through which the spirit of social control can be developed in them.
4. Students should also be given the opportunity to understand their duties and rights.
5. Teachers should behave lovingly and warm-hearted with the students. They should help their students at every step.

8.9 Democracy and Teacher

The teacher's place in the democracy is very important. Only able, hardworking and virtuous teachers can give good engineers, doctors, mechanics, leaders, teachers, lawyers and administrators. In the democracy, the teachers should be so able and capable so that they can bring proper change in the society and lead it to success. Teacher is one person in the democracy who can develop faith and love for the ideals of the democracy in the students. In democracy, following are the qualities in a teacher:

1. Teacher should possess great characteristic virtues.
2. Teacher's point of view should be vast.
3. The teacher should be aware of his duties and rights.
4. Teacher should possess virtues like love, sympathy, cooperation, tolerance, mercy, religion and dutifulness.
5. The teacher should also be just and should not biased so that the students can gave faith in him.

8.10 Democracy and School Administration

In democracy, the school is established on the democratic principles and ideals. In democracy, school's administration is run in a democratic manner with the help of students, teachers and Principals. They all together make policies, curriculum and determine the teaching methods. They also select textbooks, prepare the class works plans and do others works. In a democracy principals do not impose their policies on the teachers and students but work with their consent and cooperation. In this system, the mutual relations of principal and students, teachers and officers, teachers and guardians, students and principal, officers and guardians and principal and teachers are based on the democratic values. This system has several benefits like principals get full cooperation of the teachers in school administration. Teachers get more capable in their works and democratic spirit is developed in the students.

Notes

Task Express your thoughts on democracy in education.

8.11 Democracy and Education in India

In terms of population, India is the biggest democracy in the world. This great democracy in the world can only be successful when it's all citizens are educated and equal opportunities are available to them. Indian constitution has already directed the government that it should make provisions to provide free and compulsory education to all children up to 14 years of age. The government is also making efforts in this direction and firm determined in achieving this aim in the eighth five-year-plan. In addition, effortsa are also being made to expand the education at intermediate and university level. The government has opened many intermediate schools and universities since independence. Technical institutes are also being opened in the country. Efforts are also on to provide education to the disabled and similarly woman education is also given more importance. For adult education, a detailed education program is also being made for adult education. Due emphasis is also given to the mountainous and north eastern regions. In this way our government is trying to provide equal rights, equal opportunities and equal facilities for education to children, boys and girls, woman, disabled and adult education. Our government is also determined to eliminate ignorance and illiteracy. It is also making efforts for the intellectual development of the citizens and they should also understand their duties and rights, should use their vote properly and execute their responsibilities properly.

However, democratic government is also making efforts to make the democracy successful in the country but unfortunately it has still not succeeded. As the democratic ideals and values are not deep rooted in the country and the democracy is not successful here as expected. In India, there are several reasons like casteism, communalism, regionalism, lingualism, social inequality, poverty, ignorance, and corruption which are also obstructing in the success of democracy. Due to illiteracy, most of the population of India is not able to understand the importance of their vote and could not understand the meaning of democracy. Most of the people in the country are so poor that are always busy in the arrangement of their basic needs and they do not get time to think about political and other issues. In addition our education system is so wrongful that it is unable to fulfill the democratic needs of the country. In our country neither the curriculum is determined according to democratic principles, nor the teaching methods. In our country the school administration is also not made according to the democratic principles and values. In our country there is also a scarcity of democratic spirit in teachers, guardians, students, principals, and administrative officials. In our democracy there are movements by the students and strikes by the teachers. If we want to make democracy the biggest democracy in the world we have to do two important things. One, we have to educate every child and adult educated and second drastic changes in the current education system. Our government and society both to emphasize on it have to arrange the resources for it. This is their first and holy duty. Our government and society have to actively work in this direction and should educate the countrymen in such a way which can develop democratic spirit in them and they can become ideal citizens.

Self Assessment

State whether the following statements are True/False:

7. Objectives of education get changed according to country, period, and situations.
8. The prime objective of education in democracy is the allround development of a person.

9. The more powerdul, educated and gentle are the citizens of the country the more will be the success of the country.
10. Human is social animal.

8.12 Equalization of Educational Opportunity in India

Equalization of educational opportunities in India means — providing the equal opportunities of development according to the ability and capability of an individual without any discrimination on the basis of religion, caste, sex. Democratic India has adopted the socialist approach, so it is essential that every boy and girl should be provided equal educational opportunity for which following provision should be made:

1. There should a national education policy which should also be made compulsory for all state governments.
2. Free education should be available to all up to certain age in all over country. Free education should not meant by without any fees, textbooks, copies, midday meal, sports equipments everything should be provided free of cost.
3. Number of schools should be determined according to the population of the region so that all boys and girls can get registered for education.
4. Minimum educational resources should be provided to all educational institutions at all levels.
5. Every boy and girl should be admitted in the schools only on the basis of their qualification.
6. There should be separate schools for disabled and neglected.
7. There should be provision of scholarships for the poor students.
8. There should be separate scholarships for brilliant and concomitant students.
9. There should also be a provision of scholarships for the students from scheduled caste/schedule tribes and backward classes so that they can also get the educational opportunities.
10. There should be separate arrangements of education for the girls.
11. There should be same behavior with all the students in the school.

8.13 Summary

In terms of population, India is the biggest democracy of the world. This great democracy of the world can only be successful of if all of its citizens are educated and get equal opportunity of education. Indian constitution has already directed the government that it should make provisions to provide free and compulsory education to all children up to 14 years of age. The government is also making efforts in this direction and firm determined in achieving this aim in the eighth five-year-plan. In addition, effortsa are also being made to expand the education at intermediate and university level.

8.14 Keywords

1. **Democracy** — Government in which people participate
2. **Curriculum** — Syllabus

8.15 Review Questions

1. What do you mean by democracy in education? Clarify.

Notes

2. What are aims of democratic education according to Henderson?
3. Describe the democracy and teaching methods.
4. Write a comment on "Democracy and education in India".

Answers: Self Assessment

1. Voting	2. Birth right	3. (a)	4. (a)	5. (b)
6. (b)	7. True	8. True	9. False	10. True

8.16 Further Readings

Books

1. Philosophical and Social Foundations of Education—*S.S. Mathur, Vinod Pustak Mandir*
2. Philosophical Foundations of Education—*Yogendra Kumar Sharma, Madhulika Sharma*
3. Philosophical Foundations of Education—*O. P. Sharma*
4. Education and Psychology—Measurement and Evaluation: *Shashi Prabha*
5. Philosophical Foundations of Education—*Ramshakal Pandey*
6. Sociological Foundation of Education—*S.P. Chaubey, International Books, Meerut*
7. Philosophical Foundations of Education—*Dr. N. K. Sharma*

Notes

Unit 9: Marxism and Integral Humanism

CONTENTS

Objectives

Introduction

9.1 Meaning and Definition of Marxism

9.2 Fundamental Principles of Marxism

9.3 Marxism and Education

9.4 Evaluation of the Contribution of Marxism to Education

9.5 Summary

9.6 Keywords

9.7 Review Questions

9.8 Further Readings

Objectives

After going through this chapter, the students will be able to understand—

- The meaning of Marxism.
- The Fundamental Principles of Marxism.
- The study Marxism and Education.

Introduction

In the field of philosophy, on the one hand Marx was influenced by the Absolute Idealism of Hegal but on the other he was also impressed by the Materialism of Feurback. But he accepted only those elements from both of the philosophies which can be proven scientifically and criticized the remaining elements. Marx has answered all the philosophical questions on the scientific basis which also developed its own type of Cosmology which is called Marxism.

9.1 Meaning and Definition of Marxism

In the modern era, voices were raised against the dictatorship of the government administration, clergy of religionism, sectionalism of socialism and capitalism of the economy. In this context, the

first name that comes in mind is of Rousseau (1712–1778), a revolutionary thinker from Switzerland. He migrated to France at the age of 25. At that time France was ruled by the dictators and the human rights were slaughtered everywhere. Intellectuals in the country were also exploiting the common people. Rousseau was moved by the pitiable condition of the people. The clergymen were also not lagging behind in exploiting the people in the name of religion. He protested against the state, social and religious system. One after one many of his articles and texts published at that time. In 1766, he was expelled from France and he went to England. He spent four years in England and he also continued writing there. In 1970, he returned to Paris and stayed there till his death. Though this revolutionary died in 1778, his fiery articles left such a great impression on the French people that gave birth to the French revolution of 1889. It resulted in the establishment of democratic system in France and many other countries of the world.

After Rousseau, the second revolutionary thinker who held the torch of revolution was Karl Heinrich Marx (1818–1883) from Germany. At that time, the capitalist system was flourishing due to the establishment of heavy industries in Europe and laborers were being exploited. Human rights were also violated by the administration and the people were being cheated in the name of religion. This divided the people of European countries into two sections – one rich and the other poor, one Haves and the other Have-nots, on the exploiter and the other exploited and the number of poor, have-nots and the exploited was much more than the rich. Marx described as the Proletariat section and raised his voice for the safeguard of the rights of this section. He obviously became the thorn in flesh of the then state administration of Germany. But the before the administration could do anything about him, he left his country and went to France in 1883. In France he met another revolutionary thinker of the time Friedrich Angles. Due to the same thought process, they became friends and started raising voice for the safeguard of the rights of the proletariat section. In 1845, both were also expelled from France. From Franc they went to Brussels and established the "Communist League" and get their first revolutionary creation "Holy Family" published. The revolutionist materialistic philosophy is rendered in this creation. After this, their second joint creation "The German Ideology" was published. The theory of Dialectical Materialism and Historical Materialism is rendered in this book.

The second conference of the Communist League was held in London in 1847. The Communist Manifesto was also presented in the conference, prepared, by Marx and Angles. In this manifesto the theories for the safeguard of the rights of proletariat section were rendered. This is an immortal creation of Scientific Socialism. It last sentence is "Laborers of the world be united." In 1848, this manifesto was published and this resulted in their expulsion from Brussels as well. After wandering for some time Marx returned to London in 1849 and lived there till his death.

Notes Marxism is the branch of Philosophy which considers this universe as materialistic.

In London, Marx did a deep study of philosophy, civics, economics, and sociology for 18 years in the royal library. This study made the best revolutionary thinker of his time. In 1867, the first part of Marx's greatest epic "Das Capital" was published. After that Marx wrote the second and third part of **Das Capital** which were later published after his death by his friend Angles. Das Capital has a detailed description of Scientific Socialism. This is a fundamental text of Socialism and regarded as the Bible of laborers. So basically Marx was a sociological thinker, however his sociological thinking culminated in the form of communistic political system.

On thing that is needed to be clarifies here is that the form of communism we see today in the countries like Russia, Yugoslavia, Czechoslovakia, Hungary and China are different from the communism of Marx. Marx imagined that if the laborers worldwide get united and struggle they might become the rulers of their respective countries. In the beginning the government established by them would be a

dictatorship for the proletariats and they would change the all the sources of income and production from individual ownership to social ownership, and the remunerations would be given on the basis of one's qualification and capacity and in that state the difference between the exploited and exploiter would come to an end. Marx termed this theory as Socialism. Marx imagined a state in society where all will laborers one day and everyone has to work according to his capacity and ability and will get paid according to his needs which will also end the difference between rich and poor. In that situation there will be no need of a state and the state will reach to the extinction. Marx termed this state of the society as Communism. But what actually happened was completely opposite to the Marx's theory. The leaders of the laborer's uprising became the rulers and a single party system was established in these countries where the individual freedom of a person is violated and the citizens have become slaves of the state.

In the field of philosophy, on the one hand the Absolute Idealism of Hegal impressed Marx and on the other he was also affected by the Materialism theory of Feurback. But he accepted only those elements of these thinkers, which could be proven scientifically, and criticized the other elements. Marx answered all the philosophical questions scientifically and developed his own cosmology which is known as Marxism.

To understand any philosophical theory, it is essential to understand its metaphysics, epistemology and logic, and axiology and ethics, so first of all we will try to understand these things.

Metaphysics of Marxism

Marx considered earth as materialistic. He was supported the principle of Darwin related to the development of the nature and considered that this world moves upward. As far as the development of inertia was concerned, he was agreed with the Dialecticism theory of Hegal. His argument was that a substance is a state, Thesis, and in this state other opposite powers, Antithesis, develop and then the struggle begins between the Thesis and Antithesis. This process results in Synthesis or the creation of a new substance. This new becomes the thesis for the future and an antithesis also gets created and the same process gives birth to new substances and this development cycle continues. For example, an egg of a hen is a thesis, the creation of a hen or cock from the egg is antithesis and the birth of new egg from hen and cock is the synthesis. This theory of Marx is called Dialectic Materialism or Materialistic Dialecticism.

Marx did not believe in the existence of God, deeds theory and heaven-hell. His logic was, since these things cannot be proven scientifically, they are unreal.

He considered soul as a animated element of the substance which develops gradually in the human. For example, there is no soul in an egg but when the bird hatches the egg, the soul gradually develops in it which appears in the form of a bird.

Marx hailed man superior of all living beings and believed that the man is a machine which functions with the help of food, water, air and sunlight. In his view man has no independent existence; it develops being a part of the human society.

Epistemology and Logic of Marxism

In the field of epistemology also, Marx rendered the Dialectic Materialism theory. According to it, every new thought (synthesis) is a result of the struggle of opposite physical and social situations (Thesis Antithesis) of its time and this process continues until a thought is accepted as a truth. Marx further clarified that there are continuous social and physical changes in the society, which give birth to new ideas. To clarify this statement he gave the example of scientific research, which develops new ideas continuously. But he also said that any idea that was developed at a time couldn't be denied later as that old works as thesis for new ideas. Marx further clarified that in the field of natural sciences there are new developments and inventions every day which gives us new information and due to it there is a continuous development in the human life. He suggested that we should consider the scientific knowledge a real knowledge and the scientific process the real process to attain knowledge.

Notes

Did u know? According to Marx, The most important factor for production is human labor.

Axiology and Ethics of Marxism

Marx considered man as a social being and society as volatile. According to him in a volatile human society, no values or axiology can be determined for human. In his view morality is proportional to time, society and economy. He has given a materialist explanation of the human history. He says that production is a basic necessity of human life, so we can understand the human history more clearly if we study the changes in the means of their production process. The fundamental reason in the human development is the antithesis in the production process of that time which brings changes (synthesis) in the production. Due to these changes, some changes also occur in its social relations and institutions and this process of development or changed continues forever. Marx imagined that all the resources and means of production will be controlled by the laborers, which will create a physical labor-intensive society. This society will consider the physical labor superior, and the people will increase the production with physical labor and alleviate their living standards.

Marx wanted to see the human beings happy and in this context he says that the first and foremost necessity is – to satisfy their physical needs. For this he emphasized on increase in production and equal distribution. He says that the second necessity for the humans is individual independence and this is possible only when people take care of each other's liberty.

Definition of Marxism

Marxism has generally been defined as communism by the scholars, but the communism is itself a social system and Marxism is a philosophy at its base which has its own metaphysics, epistemology and logic, and axiology and ethics. The Marxism can be defined as the following on the basis of its metaphysics, epistemology and logic, and axiology and ethics:

Marxism is an ideology of philosophy which considers this universe as materialistic and believes that this materialistic world is a truth and there is no other world except it. It does not believe in the existence of God. It says that the soul is an animated substance and renders that the objective of a human is to live happily, which can be attained through physical labor, increase in production and the making a society without classes.

Self Assessment

Fill in the Blanks:

1. The second conference of Communist League was held in London in ..... .
2. The world famous text of Marx is ..... .

9.2 Fundamental Principles of Marxism

We can set metaphysics, epistemology and logic, and axiology and ethics of Marxism as principles as the following form—

1. **This universe is materialistic**—Marx considered the whole universe as materialistic. His logic on the development of the nature was that every substance has a stage (Thesis) and the opposite

powers (antithesis) also develops and then starts the struggle between them and a new substance (synthesis) is created. This new substance becomes a thesis for the further process and the process goes on and on. According to Marx this process continues in the nature that brings changes and development.

2. **Physical world is the only truth**—In the words of Angles, Marx is a materialistic philosophy. It considers the world as truth in the same form as it exists. Marxism says that this materialistic world is a truth and there is no other spiritual world.
3. **There is no existence of God and the soul is an animated substance**—Marxists say that as we cannot prove the existence of God scientifically, there is no God. They further argue that if the God is the maker of the world that there should be someone who made him. As far as the soul is concerned they consider soul an animated substance which develops in humans gradually. This animated substance develops with the birth of human and ends with its death.
4. **Human is a natural social animal**—Marx was the biggest supporter of individual independence of human being that's why some scholars consider him as a humanistic philosopher. In his words, individual independence can only be attained if all humans protect each other's independence and cooperate with each other. He argued that whatever progress the human kind has made is due to collective efforts. They work in a social organization and also behave according to these organizations. He said that the form of social organization depends on the methods of production. The social organizations change with the changes in the methods of production and the people also behave accordingly.
5. **Development of Humans depends on themselves and their methods of production**—Marx believed that humans himself and their methods of production are responsible for their development. His argument was that the more are the resources and methods of production in the society and the more the people of that society work and distribute the production, the more is the economical development of that society. This economic development affects their living standards and social institutions. In his view there is no godly power behind human development and a person should rely on his deeds rather than his luck.
6. **Human life's objective is to live happily**—Marx did not believe in any ultimate objective of like self-realization or salvation in human life. he considered this life as real and emphasized on the betterment of this life. He said that everyone wants to life happily and to achieve the happiness in life is his ultimate objective.
7. **Increase in production and justified distribution is essential for happy life**—Marx clarified that the first and the biggest happiness in human life is his individual independence. Second is the fulfillment of basic necessities like food, cloth and shelter and third happiness is the fulfillment of his timely necessities. These three are only possible when every commodity is produced as per its need and distributed equally in the society. He termed this state of the society as communism.
8. **Labor for increase in production and exploitation free social system is needed for equal distribution**—According to Marx, human labor is the most essential factor in production. He considered human labor as capital and believed that for the fulfillment of human needs a society that is free from exploitation is needed. It is only possible when the society has the control on all the means and methods of production in the state. Everyone has the equal status and to work according to one's ability and capacity is compulsory for all.
9. **There was no existence of state in a communist society**—Marx imagined a society where every one has to as per his capacity and ability and the remuneration will be given as per their labor. There will be no difference of rich and poor, everyone will be equal. In his view there will be no need of state in this society without classes. He termed this situation as communism.

Notes

Self Assessment

Multiple Choice Questions:

3. In 1867, Marx wrote his famous text—
   (a) Das Capital (b) Capital
   (c) Das (d) None of the these
4. Marx considered nature as—
   (a) Materialistic (b) Immortal
   (c) Deathly (d) Declining
5. Marx considered human as—
   (a) Social animal (b) Antisocial animal
   (c) Natural animal (d) None of the these
6. Marx rendered the principle of dialectic ..... in the field of epistemology
   (a) Spiritualism (b) Materialism
   (c) Naturalism (d) None of the these

9.3 Marxism and Education

Karl Marx or his supporter Angles did not wrote any text related to education. They basically expressed their views on social and economic system and education related theories were also expressed in these views. According to Marx, the form of Marxist education can be understood by the education system of the countries where Marxist system of administration is established. On these two bases we will try to present the outline Marxist form of education.

Concept of Education

According to Marx, education should be of three types: Intellectual education, physical education, and polytechnic training. He wanted coordination between knowledge and action through education. That's the reason why that present communist countries combined education with production. Marxism accepts education as utilitarian education.

Objectives of Education

Marx clarified that food, cloth, and shelter are the fundamental necessities of a human. Only after the fulfillment of these necessities human takes part in the social and political activities. He further said that to fulfill these necessities, production is needed which further needs human labor. Marx argued that for these basic necessities, the establishment of Proletariat or section less system is needed. In the view of Marx, education can be used to attain these objectives. Presently education has the same objectives in the Marxist countries. We can arrange them as following—

1. **Development of physical health and physical labor capability**—Marx considered production as the most essential thing for human life and human labor as most important for the production. This is the reason why in the Marxist countries, the prime objective of education is to develop the physical health and physical ability of the students.
2. **Development of mental and creative powers**—When Marxists talk about the physical development of the man the also include the development of mental abilities. They are aware of the fact that every human has a creative power to a certain extent. According to them if the creative powers related to

production are developed in the students, they will be able to increase production in an effective manner.

3. **Development of a class less social spirit**—Marxism emphasizes in the establishment of a society without classes where there is no difference between haves and have-nots. There will be no difference between higher and lower class and exploiter and exploited. Every one will be equal and will get equal facilities. Presently in the Marxist countries the students are given the same education and are trained in it.
4. **Development of materialistic scientific outlook**—Marxism is a materialistic philosophy and it does not believe in god, deeds, and heaven or hell. According to it, whatever can be proven on the practical terms is truth. Discovery of knowledge through experiments and authentication of knowledge through experiments is a scientific approach. The scientific approach also emphasizes that whatever technology or inventions are done with the help of natural sciences should be used for production so that maximum production can be done and the life of the man can become happy.
5. **Development of social morality and dignity of labor**—Marxists do not believe in any predetermined morality. They also consider religious morality a weapon of intellectuals and religious people to exploit the society. They don't even believe in social morality and also consider them changeable. They argue that as the society is changeable morality is al so prone to changes. Marx predicted that the society in future would be a labor-intensive society free of class distinctions and then the labor will be biggest value of the life. Today this is also one of the objectives of Marxist countries.
6. **Development of mechanical education and production capability**—Marxism greatly emphasizes on production and means of production. Its argument is that the science has given the production technique, which increased the production manifolds. So the students should the made aware of these techniques and should also be trained to use these techniques in production.
7. **Training from communist life**—Marxists considered communist social system the best system and they emphasized on the establishment of this system through their articles. In their view training should be a main part or objective of education in a communist society.
8. **Faith in communism**—Marx imagined that there will be no existence of state in a communist system and it will reach to the extinction gradually. But what happened was opposite of Marx belief, leaders of communist movement himself became rulers. This is the reason why the main objective of the education in communist countries is to increase faith in communism.
9. **Absolution of religious superstitions**—Marx did not believe in religion and termed it as laudanum. His argued that the scholars and religious people teach a fictitious lesson of deeds and term the richness or poverty as matter of luck. They also increase exploitation in the society. Due to this reason in the communist countries instead of giving religious education students are told about religious superstitions and this termed as one of the objectives of education.

Curriculum of Education

Marx divided education in three sections: Intellectual, physical and polytechnic education. According to him all three types of education should be made essential for all children. In his curriculum, mathematics and history were included for intellectual education, exercise for physical education, and agriculture, livestock breeding, mathematics and technical education for polytechnic education. Marx termed religion as laudanum. He clarified that intellectual and the religious people make the ineffective by giving them the overdose of religious teachings. He strictly opposed the inclusion of religion and moral sciences in the curriculum of education.

Today education of mathematics, science, agriculture and industries is emphasized and these subjects are made compulsory in the curriculum of education in the communist countries. On the intermediate level

Notes

mainly the financial and technical courses are conducted and every student has to work in the fields and industries. In the higher education, science and technical education are specially included in the education.

Teaching Methods

Marx considered the scientific method the best for teaching and learning, this is the reason why in the Marxist countries laboratory and workshop methods are used in the field of education.

But for the study of history Marx favored the dialectic method. In his view there is no benefit of learning the historical facts by heart, these facts can only be used for the creation of a new society if they are described through dialectic method.

According to Marx, teaching method should be action centered and education and production should go simultaneously. He said that for the students between the age group of 9–12 years there should be a provision of two hours labor at financial and industrial centre. Similarly, for the age group between 13–14 years the labor hours should be four hours and for 15–17 there should be a provision of six hours of physical labor. That is the reason why in the communist countries education and production go simultaneously and the action centered teaching methods are used in these countries.

Discipline

Marx was a supporter of individual liberty, but he accepted the importance of discipline in the social life. In his view no social system can be operated without discipline. But this does not mean that a person should not raise his voice for his rights for which every person is free. He termed individual liberty as the social liberty. This can only be possible when there is no sectional discrimination in the society; equality is the first and foremost condition for it.

But today the meaning of discipline in the communist countries is just opposite of the meaning that Marx defined. In these countries strict abidance of the orders of administration is considered as discipline.

Teacher

Marx favored the teachers who are capable of raising the voice for human rights, against human exploitation, who believe in labor and do the physical labor themselves. He also expected that teachers should also generate faith in labor in the students and also train them to indulge in production activities.

Current communist countries are the first teachers in the expectation that they will keep faith in communist organisation system and follow the orders of the regime harshly as well as generate loyalty in children towards system. Then they will have to accept the dignity of labor.

Student

In Marx's view the students should be healthy and have faith in labor. He also expects that the students should be free from all social and religious biases and should be ready everything through objective approach.

In the present communist countries, the students are expected to follow the orders of the administration and they also help in production activities.

School

In Marx view, schools should not only be the precursors of the modern ideologies but also be the centers of financial and industrial education. He further said that the schools should possess adequate laboratories and workshops and they should also be affiliated with local financial and industrial institutes.

In the present communist countries, education and production go simultaneously in the schools.

Notes

Other Aspects of Education

1. **Public education —** In the age of Marx, people were not even able to think about universal education. Marx voiced for the universal education and said this type of education system can only be possible if the governments make arrangements for free education, make laws for compulsory education and abolish child labor. In the present communist countries education is free for all.
2. **Woman education —** In the words of Marx, "To measure the level of a society, woman situation in the society should be studied." It is clear from his statement that he was an advocate of woman education. In the present communist countries there is no discrimination in man and woman education and everyone has the equal opportunities for education.
3. **Commercial and industrial education —** Marx mainly emphasized on the labor oriented commercial and industrial education. In his view every child of the society should be given the commercial and industrial education compulsorily. Today commercial and industrial education is compulsory in the communist countries.
4. **Religious and moral education —** Marx termed religion as laudanum. He termed intellectual Always church religion opium innocent people by feeding him and his Anuplabdion Karmahin fortune to make the transaction by telling her every exploit. He was also opposed to religious bigotry. He was a supporter of social morality instead of religious morality. In this context he argued that society keeps changing so the social morality should also change accordingly. But the labor has its own importance in every situation and he regarded as the fundamental value of human life. According to him no religious education should be given in the schools but only education related to labor and social morality. Religious education has no place in education today in the communist countries and efforts are made to remove the religious superstitions with the help scientific knowledge.

Self Assessment

State whether the following statements are True or False:

7. Marxism emphasizes on the establishment of section less society.
8. Marx did not believe in religion.
9. Marxists does not believe in any pre determined morality.
10. Marxism is a spiritual philosophy.

9.4 Evaluation of the Contribution of Marxism to Education

Marxism is basically a social contemplation. It believes that the form of a society basically depends on its present production system. During the description of production system it also studied the economic system which later developed its own economic system. Marx and Angels also replied some philosophical questions; however their answers were based on scientific methods. On the basis of their ideology, Marx and his followers also prepared an outline of education. Today we can see its concrete form in the communist countries but with some changes.

As far as Marxism is concerned, It is unable to give a clear description of this universe the human life in it, as it is incomplete and confusing in itself. But its outline of education system which is based on dialectical materialism is very helpful in the physical development of the human.

Concept of Education

Marx discussed about three types of education – intellectual education, physical training and polytechnic training and emphasized for all the three educations for the students. Today the education is accepted as

Notes

a process of production in the communist countries.

In this context, the first point is that Marx has discussed about the work related to education but not described its form and second he only emphasized in production only.

Objectives of Education

Marx basically discussed only five objectives of education—(*i*) Physical development, (*ii*) intellectual and creative development, (*iii*) development of materialistic approach, (*iv*) development of section less social spirit and (*v*) development of production capability. Two more objectives were also added by the present communist countries which are – faith in communist organization also the development of faith in the administration.

It is clear that Marx and his followers have ignored the cultural and moral, and characteristic development objectives of the education. They strictly opposed the philosophical development. Disregard of cultural, religious and moral sentiments means depriving the human kind from the fruit of its century's long hard work.

Curriculum of Education

In his curriculum, mathematics and history were included for intellectual education, exercise for physical education, and agriculture, livestock breeding, mathematics and technical education for polytechnic education. But he gave most importance to the production of commodities and the dialectical analysis of historical facts.

It is clear that due to the scarcity of detailed objectives of the education, Marxists were unable to create a detailed curriculum of education. They were not able make the man a good human being as they overlooked culture and religion in their curriculum. But anyway their stresses on the commercial and industrial training bear fruitful results. Production has increased in the communist countries which has further increased their living standards.

Teaching Methods

Marx emphasized on the scientific, laboratory and workshop methods out of all other teaching methods. In the theoretical subjects he advocated for the dialectical method of teaching rather than assignments method. Today the scientific methods of education are more emphasized in the communist countries. This is one of the important facts of Marxism that the student should be given the opportunity to learn through their own experiences by doing things but on the other hand it is also true that everything cannot be learnt through their experiences. But in this way we will not be able to learn through the experiences of the mankind. Then how can the teaching methods like self learning, questionnaire, or lecture etc. methods be overlooked. So we have to choose the teaching methods as per the requirements.

Discipline

On the one hand Marx emphasized on the individual liberty of the man but on the other hand he also advocated for the social discipline. Both of the thinking seems just opposite but Marx clarified that individual liberty is one of the most important condition of social liberty. It is clear that Marx is a supporter of relative social liberty.

But today neither the individual liberty nor the relative social liberty is essential in the education of the communist countries. Everyone is bound to live in the strict discipline of the government in these countries. Today it is neither called liberty nor the discipline. True discipline is driven by self discipline.

Notes

Task Express your thoughts on Marxism and education.

Teacher

On the one hand Marx said that the education should be out of the purview and control of the state but on the other hand he advocated for the free education and determining the minimum qualification of the teachers. These two are mutually opposite ideas.

Today education is completely under control of the state in the communist countries and the teachers are not free to express their thoughts. They are being used as propagandist of the communist liberty.

Student

In the view of the Marx, student should be healthy, hard worker, and capable of production but they should also from the narrow mindedness of culture and religion. He was the biggest advocate of the individual liberty of students.

But in the communist countries there is no such liberty for the students and everything is essential for whichever is wished by the government.

School

Marx wanted to transform the schools from cultural carriers to the laboratories, workshops and industries and wanted to attach them with local businesses and industrial institutions.

Today the schools in the communist countries have become the center of the manufacturing the human machines. The life of the culture less human has become so inhuman can be seen today.

Other aspects of Education

Marxists are the biggest supporter of universal and woman education, which is good. They emphasized on the commercial and industrial education which is also good. This is the reason why the communist countries had rapidly progressed in the economic field and the living standards have also gone up. But there are some losses by overlooking the culture and religion. Humans have not been able to attain real happiness and peace. Probably the Marxists do not know that the religion and culture are the result of the hard work of the ages by the humans. These things differentiate us from animals and make us better than others. Marxists should also know that the education is also a part of the culture.

9.5 Summary

In total we can say the Marxist theory is only a materialistic theory and is incomplete in it. Being a materialistic theory, the Marxist theory which it dreamt has not even established till now and will not be able to establish. It has not been able to meet its own criterion.

But it is true that gave birth to communistic governance and the countries with this type of governance have formed its own type of education system. It has the production oriented education system which has resulted in the economic development. But it is also true that the human has remained a machine of production in these countries. In addition by overlooking the culture and religion it has also deprived

Notes

the people of their ages old hard work. It has also distanced the people from the real happiness. Real education will be the one which develops the physical, mental, social, cultural and moral aspects of the human and prepare the students for the materialistic and philosophical lives both.

9.6 Keywords

1. **Haves:** Rich
2. **Have-nots**: Poor

9.7 Review Questions

1. What do you mean by Marxism? Clarify.
2. Describe the fundamental principles of Marxism.
3. Comment on 'Marxism and education.'
4. Evaluate the contribution of Marxism to education.

Answers: Self Assessment

1. 1847	2. Das Capital	3. (a)	4. (a)
5. (a)	6. (b)	7. True	8. True
9. True	10. False		

9.8 Further Readings

Books

1. Philosophical and Social Foundations of Education—*S.S. Mathur, Vinod Pustak Mandir*
2. Philosophical Foundations of Education—*Yogendra Kumar, Madhulika Sharma*
3. Philosophical Foundation of Education—*O.P. Sharma*
4. Education and Psychology—Measurement and Evaluation: *Shashi Prabha*

Notes

Unit 10: Theories of Durkheim and Parsons

CONTENTS

Objectives

Introduction

10.1 Theories of Durkheim

10.2 Theory of Parsons---Action Frame of Reference

10.3 Summary

10.4 Keywords

10.5 Review Questions

10.6 Further Readings

Objectives

After going through this chapter, the students will be able to understand—

- The theories of Durkheim.
- The theories of Parsons.
- The activity of contract.
- Social action-systems.
- Parson's reference structure.

Introduction

The abstract of the principle of Durkheim is social facts are very important in the birth of social activities. Social activities are actually a part or organ of social facts. According to Durkheim, social activities are the result of these collective representations (like collective thoughts, beliefs, emotions etc.). For example, the process of the education of a child is completed with the collective representations of parents, teachers etc. The child is constantly affected by pressure of the general thoughts, beliefs and emotions of these people. As a result the education process is not only happens but is also advanced and controlled further in the right direction. Parsons has also written that due to the different social, cultural and physical situations of a society, the actions frames are also different. In a specific type of social situations the social system flourishes due to the interactions of an active actor but after it flourishes it itself dominates the activities of the actor.

Notes

10.1 Theories of Durkheim

Among the French social thinkers, Emile Durkheim is regarded as the heir apparent of Kompt. He was also a positivist and also wanted to maintain a distance from theological and metaphysical ideologies as Kompt did. He believed that social events are not simple and cannot be described on the basis of the imaginations of philosophical and spiritual basis. The factor behind the entire social phenomenon is the society itself. The real form and reason these social activities can be understood through a careful and scientific study on the basis of real inspection and analysis. That's why Durkeim opposed the theory that all the activities of human are based on utility. Social facts are itself the basis of the social activities and these facts are can be directly inspected and analysed. So in this way Durkheim refuted the hedonism in the analysis and description of social activities and rendered the theory of sociological positivism.

As this is clear from the above description that the abstract of the principle of Durkheim is social facts are very important in the birth of social activities. Social activities are actually a part or organ of social facts. So Durkheim has written, "Social facts are the parts of the behavior which can be analysed objectively and which has a compelling nature."Social fact is a part of objective environment which can be analysed only in objective form. Similarly social fact also has the nature of compulsion and inevitability because it is not according to human needs or it is not related to individual consciousness, it is actually related to collective consciousness and due to this it controls the human activities. These facts give birth to collective consciousness and collective representations. Describing the collective representations, Durkheim has written that in every society there are some thoughts, beliefs and emotions which get deep rooted in the society due to social interactions and individual consciousness. Most of the people of the society start adopting them and they start developing as social symbols. As these symbols are recognized by the members of the society so they represent the aspect of all the groups collectively. Durkheim called them the collective representations. As these collective representations have the social sanction so they are effective and they affect the people without affecting their individual wishes. So according to Durkheim, social activities are the result of these collective representations. For example, the process of child's education is possible only through the collective representation of parents and teachers. The child is constantly affected by pressure of the general thoughts, beliefs and emotions of these people. As a result the education process is not only happens but is also advanced and controlled further in the right direction. So in this way according to Durkheim, social activity is the result of social factors. Durkheim also tries to prove the authenticity of his arguments by analyzing various types of social activities. We will present some of the examples.

Notes Society itself is the reason behind all the social events.

In his study of suicides, **Sh. Durkheim** refuted all the accepted theories behind suicide. In his view the real description of the reasons of suicide is not possible on the basis of mental reasons, family transition or failure in love etc as all these reasons are individual and the action of suicide is a result of various social factors. A person commits suicide only when a negative pressure of people or society pressurizes him which result in favorable emotions of suicide in the person. Society or group pressure affects everyone. As the worldly pressure inspires a person to live it can similarly pressurize a person to die. It creates such situation in one life which can result in the destruction of his public life and (a) the person tries to commit to suicide due to frustration and loneliness or (b) the society makes the existence of an individual worthless so that a person do what the society wants. In this situation the society can even demands the life of a man. Further clarifying the role of social factors behind the act of suicide Durkheim writes, "If women commit fewer suicides than man the reason behind it is that they participate less in the social life rather than men, so they also experience lesser the good or bad affects of the society. This

applies on all the age group including children however they experience lesser affects of the society due to some reasons. In the end, the reason behind an increase in the rate of suicides from January to June which decreases in the later months is the seasonal changes in the social behavior. It is obvious that the various effects of social behavior change according to the seasons and suicide is also one of them. Actually in every social group there is a specific collective inclination towards this act of suicide which only gives birth to these individual tendencies and is not the result of these tendencies. In effort to understand the situation of indifference in his life, a person makes the current situations responsible: his life is in sorrow because he is in sorrow. In reality he is unhappy because of outer situations. But these outer situations are not his life but the group of which he is a member.

Durkheim also expressed his views on the action of contract. In this context he has written that anything a person do which is related to the contract ahas its own rules, but it will be not true if we think that these rules are made by the people engaged in the process of contract. The rules under which the process of contract is done are actually the rules of the society which are made by the social or a group. Durkheim supported the theory of Hobbs in this context that the contract system will not work in the absence of social system. So the process of contract starts under the rules of the society and remain active under this system. The state (which represents the political organization of a group) tries to maintain the system through justice, however, the society established the system through the principles and beliefs and till this system remains in place, the contract system can also executed properly.

Durkheim also studied the religion. In his view the basic reason behind the origin of religious works is the society itself. He says the society is the god itself. In an effort to prove his version of theory he presented a detailed study of Arunta tribe of Australia. After studying the life style of this tribe he knew that collective excitation is the origin of religious experiences. When the people of a clan gather on the occasion of a festival or celebration every member of the group feels that the group's power is much greater than individual powers. This results in emotions of faith, fear and power in a person's heart. Then he considers the group more powerful and great. Actually the group itself becomes a symbol of religious activities.

Did u know? According to Durkheim, social activities are the result of social representations.

In the deliberation of works, **Sh. Durkheim** has also clarified the importance of norms. He has divided the facts which affects the person's work in two categories: internal and external. To clarify his argument he gave the example of crime. The social norms become the part of person's personality who has internally imbibed the social norms. Social norms as the part of the personality check the person to commit crime, as they remain active as an internal power or inspirations. But in the absence of these internal powers, the people commit crime without any hesitation and hindrance. Similarly there are some external forces which affect the crime activity. Law is one of the important factors which is collective representation of social and group consents therefore a binding power affects the human's activities. There is a provision of punishment in the law to the people who violate the rules. This punishment works as a hurdle which checks the people to commit crime.

So it is clear that **Sh. Durkheim** has believed that social activities are based on social facts. Durkheim has tried hard to prove the importance of social representatives as a factor in checking these activities, but this has also become the disadvantage of Durkheim's theory. It will be not appropriate that we consider society or group as a determinant of social activities. In this matter no one will disown the importance of society or a group but the statement that "society is a factor in social activities" is wrong on basis that various human activities can be termed as social activities. As these activities are social, their determinant factors will only be social – these findings cannot be scientific.

Notes

Self Assessment

Fill in the Blanks:

1. ..... is itself the basis of social activities.
2. Social facts are a part of ..... environment.

10.2 Theory of Parsons—Action Frame of Reference

A sequential and sociologically psychological analysis of the nature and meaning of social activities was first presented by Talcott Parsons in his book, "The Structure of Social Action" which was published in 1937. In this book he analyzed the work-related theories of Paretto, Durkheim and Max Weber. According to him, in this context, residues and non-logical actions are the most important gifts of Paretto. He tried to prove that there is so much abundance of logical and non-logical activities in the social life and which are inspired from specific derivations. The most important gift of Durkheim is that he directed us to be attentive towards non-natural normative element of action. According to him the determination of social activities is done through non-natural or social reasons. The society gives birth to social events. In his idea of social action, Webber put emphasis on the subjective meaning and the affect of other people. Parsons has written in the mentioned book that if we comment collectively on the theories of the scholars, we can easily invent the main elements for a new theory for action. As soon as these elements are combined a new theory will be formulated. In the words of Parsons, "If this generalized system of fundamental series of these thinkers as a total system then it is a new development of principles which are not taken from the tradition on which they are based.

Self Assessment

Multiple Choice Questions:

3. Social action is a ..... of social factors—
   (a) Result (b) Pressure (c) Proof (d) None of the these
4. Durkheim has ..... all the accepted theories related to suicide—
   (a) Accepted (b) Refuted (c) Rendered (d) None of the these
5. According to Durkheim, the fundamental factor in the origin of religious activities is—
   (a) Society (b) Country (c) Nature (d) God
6. The third base or factor in the religious action is—
   (a) Cultural System (b) Social System (c) Necessity (d) Definition

According to **Sh. Parsons**, the modern infinitival system of the action has four elements—1. Heredity and environment, which are the ultimate conditions of action, 2. Means and ends, 3. Ultimate values, and 4. Effort—this is the factor which combines the normative and conditional elements of action. In the first element two bases of action have been mentioned—First is the biological heritage of the actor and second is the outer world and surroundings of the actor which surround him. According to sociological point of view, the whole environment is a surrounding of all the material-immaterial and situations and humans which affects a person internally and outward situations. Its first element—heredity and environment can also be described through a different approach. The physical and mental characteristics which a person gets from his parents during the biological process are called hereditary. These characteristics are the raw materials which comprise a human personality. In action, this social personality is the ultimate condition.

The **second** element in the action system is Means or ends. The work is affected by the aims or we can say that the nature of work is determined according to the objective. Sociologically the work cannot be

done aimlessly. The means or resources are also an important factor in the work along with objective. Means are the instruments which help to complete the work. So means and objectives both are essential for the action system.

The **third** element in the action system is the ultimate value. The aims and means are also affected in one or other form by these ultimate values. In other form we can say that all the action is directed towards achieving these ultimate values. Parsons has written, "In any solid form of action the process of change can only forward in the direction where there is a possibility of achievement of the logical principles is possible." In brief such process of action can go forward in the logical ultimate values. It means that in every action there is a ideal or value in it and the actor transacts his activities to achieve this value. The more logical is the action, the more will it be difficult to understand.

The **fourth** and **last element** of the action is the effort. **Sh. Parsons** has himself written that this indicates the factor which combines the idealistic and disorganized action. The actor cannot be permitted to achieve his ideals, aims or values in the way he wants. If the actors become active in their self-willed way, the society will be destroyed in a day. So there are some conditions determined by the society and the actors have to do their activities within these limits. The actor also does not have endless means and he has work with limited resources. So the actor has to do efforts to achieve his objectives within these established conditions. So the effort is the factor which establishes a relation between ideal and system. So Parsons has called the effort a factor which combines the idealistic and disorganized elements of action.

Sh. Parsons has written that every society have their own work systems due to the differences in physical, social and cultural situations. The social system flourishes due to the interactions of the actors in specific types of social situations, but after flourishing this system also affects the activities of the actors, because these social situations grow in a social system in which the actors work. It should not be forgotten that every social situation has a physical aspect (geographical area, period, and specific group). The actors enter into a social situation on two basis – status and role. On the basis of traditions practiced in the society the status of a person among others is determined. It cannot be possible that a person live in the society without any status. In family he has the status of father, brother, husband; in college he is a student; and in factory he is a laborer. In every situation there are some roles related to the status. Father has a different role to play than a student, and a student has a different role than a laborer. A person may have various statuses and he does the works related to these statuses. So it is clear that from his group a person gets his status which is important in determining his activities.

By entering the social situation people not only gets the knowledge of his status and work but also get the information of the status and works of other people. Through this he estimates the probable works of other people and knows about the reaction of his works on others. So in this way by keeping in mind the reaction of others he tries to fulfill his necessities with the help of techniques and means recognized by the society. He gets the knowledge of processes, means, values and ideals recognized by the society by the process of socializing while living in the social situations. Parsons also attract our attention on the following points related to the introduction of human with social situations and the execution of action—

1. When a child is born, he does not have the capability of doing anything socially. This capability develops with the development of his organism. But for this type of mental and physical development he needs help from other people who arrange the resources essential for his development. While interacting with other people, a persons' thoughts, emotions, habits and values are developed which gradually are imbibed in his personality and makes his personality. Parsons has termed the combination of organism, motives and values as personality. This personality is the basic element which is much needed for this work-system.
2. In a social situation, where the introduction of a person becomes solid with the development of his personality. There are two elements in the social situations – one social and the other anti-social. People and the groups comprising people come under the social element while the antisocial element is comprised on one hand of physical instrument and on the other hand the cultural heritage like

Notes

ideals, traditions, values etc. So in this way the effective situation of person's action is determined by on one hand by the people and the groups of people while on the other hand by physical instruments, values and ideals.

3. The organization of organism is not same in every person so the reaction of every person to a social situation is also not the same. So in the social situation, neither the same personalities are developed nor the same activities are performed. This is the reson why we have distinctness in personalities and activities.
4. This not the case that for the fulfillment of a necessity only one mean or method is available. Actually there are different options available. These options combine to make different patterns. Parsons has termed it paradigm distinctness. In the same way values also have options which are chosen by the person according to the group's situation and his chosen patterns decide the form and direction of his work.
5. For the analysis of the action, Parsons developed the theory of Frame of Reference. The Frame of Reference comprises all the facts (actor, situation and group) in the context of which the action can be understood. The relations of means-end, fully organized group and logic are believed to be as frame of reference. In this theory it is believed these different facts of action have a relation and this action can be understood in the relational context. Parsons has taken theory from **Sh. Znaniecki**. Znaniecki thinks that the education of a social person is done by social activities, social relations and social and group personalities.

As it is mentioned earlier, the thoughts of Parsons related to activities can be found in his book "The Structure of Social Action" (1937). Later in 1952 his second book "The Social system" was published. In this book Parsons present his theory of social action in a more refined and elaborated form. In brief, the theory is as following:

According to Parsons, Society is an area of mutual relations of humans which flourishes by social actions. So it is clear that social actions give birth to social relations or society. But what do we actually mean by "Social action?" Parsons begins his theory of action with the answer to this question. According to him, "The action is a process in the actor-situation system which has an importance to the actor only or to the group of people."

From this definition it is clear that there are three basis of social actions—**first** actor, **second** situation, and **third** the motive. The person or the people who perform the action are actors but the any form, type and nature of his action depends on its actual situation. However, the situation alone cannot create action until the action has a motivational significance for the actor. Motivational significance is the power which motivates the actor to do the action. The actual situation of an actor is a stage on which the action is performed. We get to know this point of view that a general motivational power behind every action is the desire to get a thing or an effort to stay away from an unwanted thing, no matter what type of these desires or efforts are according to the personality of the actor. In other words, a person performs an action either he desires for the thing or stay away from any unwanted thing.

So from the above analysis it is clear that a person gets the power or motivation to perform an action from his organism. In other words, organism is the ultimate source of the effort factor which initiates the process of action. So the organism generated that effort power which inspires a person to perform an action, because the body has desires and wants its gratification. So the process of action gets its power from the body. Not only this, even the compensation and decompensation of the desires also have an organic importance. After the compensation of desires the person gets satisfaction and gratification and feels pain and sorrow if they are not fulfilled. But it does not mean that the concrete organization of motivation for the theory of action can only be analyzed in the context of organic necessities of organism. It means that whole action cannot be described in the form physical necessity. So this organization of action elements is a function of the relation between the actor and his situations. Ego's expectations are also have importance in the process of action. The situations are related to the relation between the person with others, social situation and culture. It happens because neither the man lives in the

vacuum not it performs actions in the vacuum. He develops himself while being in relation with other in the social environment and performs action by being affected by them. Actually the desires and expectations are affected by his social relations, social situations and culture.

Task Express your thoughts on the theory of Parsons.

So in this way, According to **Sh. Parsons**, the social action system has three factors or basis—1. Personality, 2. Culture and 3. Social system.

1. It is clear from the analysis of the basis of relation between action and personality that the desires, emotions and expectations of a person are according to his personality. He gives birth to desires and wants their fulfillment or compensation and the social action are the outcome of efforts to fulfill these desires.
2. As it is mentioned earlier that social action are not performed in vacuum and the person performs them in his cultural system. But what is this cultural system. While replying this question, Parsons has written that every action has some situations and the person derives different meaning as per his expectations. This meaning later become signs or symbols. Later during social interactions these symbols or sings get the recognition of the society and they get their common meanings. They are then used as means of transactions between actors. When the symbolic system which can become a means of transaction, develop it is called the beginning of culture which become a part of action systems of related actors. In other words when these symbols or signs are arranged in a form we call this form a cultural system. This cultural system provides meaning and base for the action of the people.
3. The third base of the social action is social system. Social system grows when the people are engaged in social interaction for the maximum fulfillment of their desired in a specific social situation. In other words, building of social system happens by the people engaged in social interaction in a social situation. These types of situations have the least physical or environmental aspect and the purpose of the actors is to fulfill their ideal desires. The relations of the people engaged in these inter personal interactions with each other and with the situations are transmitted culturally and defined and mediated by a system of symbols. Thus, in brief, the social system is an outcome of interactions and inter-relations of the people engaged in fulfilling their desires and these interactions or relations are organized, defined and unified by a cultural system.

It is clear from the above analysis that all the social system is a part of whole action-system. (1) Social system and the individuals involved in the social actions, (2) the structure of personality and (3) the cultural system -- these three together build solid systems of social action. The analysis of each of these three systems of social action system, i.e., personality, social systems and cultural analysis should be done as an independent part of the organization of the elements of the action system and should be in the sense that theoretically any of these cannot be reduced in numbers by combining two of them as one. In addition, everyone is indispensable for each other because a social system cannot be built without personality and culture. The same thing applies for the other two.

Self Assessment

State whether the following Statement are True/False:

7. In his theory of social action Weber has greatly emphasized on the symbolic meaning and impact on other individuals.

Notes

8. The second element in the action-system is the resource and the objective or aim.
9. A person derives the power or inspiration of social action from other organisms.
10. According to Parsons Social action system has three aspects or parts.
    1. Personality 2. Culture and 3. Social-System.

10.3 Summary

Durkheim considered that social actions are based on social facts. Durkheim made tireless effortless to prove the importance of collective delegations as the factor in preventing or inspiring a person to perform such actions but it also became the weakness of his theory. According to Parsons, society is a complete area of the human relations which is developed due to the human actions. Therefore, it is clear that human or social actions give birth to social relations or society. But what do we really mean by the word 'Action'? Parsons begins his theory of social action with the answer of this question. According to him, action is a process in an actor-situation system, which has a motivational importance for the individual actor or for some of the people in a group collectively.

10.4 Keywords

1. **Social Phenomena**—Events that happen in the
2. **Suicide**—Self Murder

10.5 Review Questions

1. Tell the essence of theory of Durkheim.
2. According to Durkheim, Why do people commit suicide?
3. Mention the principles of Parsons.
4. Action system is the fourth or last attempt' Please justify.

Answers: Self Assessment

1. Social facts	2. Individual Person	3. (a)	4. (b)	5. (a)
6. (b)	7. True	8. True	9. False	10. True

10.6 Further Readings

Books

1. Philosophical and Social Foundations of Education—*Mathur, S.S., Vinod Pustak Mandir*
2. Philosophical Foundations of Education—*Sharma, Yogendra Kumar, Madhulika Sharma*
3. Philosophical Foundations of Education—*Sharma, O.P.*
4. Education and Psychology—Measurement and Evaluation: *Shashi Prabha*
5. Philosophical Foundations of Education—*Pandey, RamShakal*
6. Sociological Foundations of Education—*Chaubey, S.P., International Books, Meerut*
7. Philosophical Foundations of Education—*Sharma, Dr. N.K.*

Notes

Unit 11: Women Education

CONTENTS

Objectives

Introduction

11.1 Meaning of Gender Equality

11.2 Objectives of Women Education

11.3 Development of Women Education in British Period

11.4 Women Education After Independence

11.5 Administration and Control of Women Education

11.6 Curriculum of Women Education

11.7 Summary

11.8 Keywords

11.9 Review Questions

11.10 Further Readings

Objectives

After going through this module, the students will be able to understand—

- The meaning of gender equality
- Development in women education during British rule
- Post Independence women education
- Administration and control of women education

Introduction

"Women empowerment movement in India had explicit the demand of gender equality and now it Inevitable to accept it".

Indian women had guidance and leadership in many areas. Great Women like **Luxmibai** (Rani of Jhansi), **Sarojani Naidu, Kamla Nehru, Kasturba Gandhi, Indira Gandhi** had highly contributed in fields of battles, social reform, Political reform economic planning.

11.1 Meaning of Gender Equality

Gender equality is necessary for equal educational opportunities. Women education is equally

Notes

important as men. But inequality is found in many countries. Girls are not given the position as boys in society. Each couple wants to have a baby boy. Some people ensure it through Fetus Test and some discriminate in girl and a boy after birth. Their raising, their education is discriminated. Particular class of society even does not want to educate girls or it is discontinued.

Notes Gopal Krishna Gokhle was the first Leader to demand the compulsory education for Indians during British rule.

11.2 Objectives of Women Education

1. **Woman Oriented and All Round Development of Personality—**After independence many constructive educational efforts have been made for women' physical, intellectual, mental, spiritual and social development for women empowerment .They are trained for sports, exercises, stance and many intellectual and mental development. As above educations are available in limited women colleges, their development and expansion is carried out.
2. **Management of Training, Education and Atmosphere for Femininity—**The femininity of woman is contiguous to her modesty,celibacy and politeness but fearlessness. This is possible only when they are made convergent of their duties. In the Indian culture the status of women is very significant. She is mother, Wife, Sister and Daughter. They must be educated about their duties and rights and social behavior while playing these different roles.
3. **To Develop Qualified Housewife, Wife and Operatives—**In Indian culture mother is the first teacher of the child. She decides the rituals of the child and ensure proper atmosphere, education, upbringing and affection for his physical and mental development. As a housewife she performs the duties of mother, homemaker and wife. There education must help to may make them a perfect mother, homemaker, mother and life partner.
4. **Making them Source of Religionism, Morality, Character Formation and Establishing Peace—**Women reform the moral customs of children through religion education. She is deity of kindness, forgiveness is her belief, she is submissive, generous and cooperative. Woman establishes these virtues in children to make them capable citizens. It is essential to impart them with religious, moral and Characteristic guidance.
5. **To Make them Source of Cultural Expansion—**Different cultural traditions in a society are founded by women. They are there protector, nourient and propagator. They help in expansion of culture within a family as well as in society. They always guide men by virtue of her costumes, lifestyle, religious rites, tradition, social beliefs, and development of mother tongue, family education and socialization. Therefore, the Indian culture should be intermingled with the education of women so that they may take the responsibility for expending their culture.
6. **Perfection in Business, Earning Livelihood and Art—**After fulfilling the household duties the spare time can be devoted for business and earning livelihood. Thus the woman highly contributes in the financial status of the family. After a sudden death of head of the family, the burden family responsibilities including finance come to woman. That is why the woman must be empowered and in the education should include the practical syllabus.
7. **Expansion of Sense to Protect Democracy and Reliance in Republic—**Family is the first step of education of a child. The parents and other members of the family provide him education of qualified citizen. If the woman is convergent of democratic norms she can make the atmosphere of the family likewise. The children brought up in such an atmosphere become believer of democracy

and contribute for its betterment. In education of woman, thus, there must be included lessons of citizenship and norms of democratic patterns.

8. **Expansion of Capability of Leadership and Responsibility—**Indian women had guidance and leadership in many areas. Great Women like Luxmi bai (Rani of Jhansi), Sarojani Naidu, Kamla Nehru, Kasturba Gandhi, Indira Gandhi had highly contributed in fields of battles, social reform, Political reform economic planning. At present India is in urgent need of such leadership. In modern times equal facilities and opportunities must be provide to female students like males for their development of leadership in every field of life, so that they may serve the country as efficient doctor, engineer, teacher and social reformer.

Did u know? According to Indian culture mother is the first educator of child.

Self assessment

Fill in the Blanks:

1. ……. is necessary for equal educational opportunities**.**
2. Different cultural traditions in a society are ……. by women.

11.3 Development of Women Education in British Period

1. Before independence, for the first time it was recommended in the **"Declaration Letter of Wood"** to encourage women education by providing grants generously. In this letter those people were praised who provided funds to encourage women education. In India a complete help from government should be provided for women education. As a result, newly created education departments recommended facilitating proper training for the girls by primary education. This is how company started development of neglected women education.
2. In 1882 the total number of women schools was 2,697, in which 1, 27,666 girls student were getting education. In 1982, out of these 1, 27,666 girls' students, 1, 24,491 girls were student of primary girls school. By this time Indians realized the need of primary education for women, but they were not in favor of secondary and higher education.
3. The important part of this era is that women were getting educated to become teachers in primary schools. In 1982, the number of such student teachers was 515. Missionaries were the first to focus in establishment of training schools. Missionaries have two main reason behind it:

   (*i*) To train teachers for the women schools of Missions.

   (*ii*) To appoint converted Christian women as teachers and solve the problem of their livelihood.

   Mission training schools were failed to gain popularity. Elite people don't want to send their daughters there, as reading bible was compulsory in such schools. Other then mission training school; there was no school operated by government or Indians. The reason for Indians not to work in this direction was that highly educated women were not available in society to be appointed as head mistress. Government did not take any action on training of teachers even when it was ordered in declaration letter of 1854.
4. **Hunter Education Commission (1882)** suggested providing more necessary facilities in order to make women education more effective. It recommends opening girls' normal schools for girls, to increase

Notes

number of such schools, to design easy and useful curriculum & to appoint women inspector for women education. On the basis of recommendation of this commission government started providing grants for women education centers. By the year 1892 the number of primary schools reached to 5628 and an arrangement to educate 4, 47,470 girls were done.

5. In 1901, Arya Smaaj noticed the increasing effect of missionaries and realized the importance of establishment of schools for girl for the development of education. Many Girls School were established in major centers & towns. In affect of national movement "Arya Pratinidhi Shabha" Punjab started Girls Gurukul in Hardwar and Vrindavan. At the same time in 1901, **Ravindranath Tagore** started women education department in Shanti Niketan. In 1904, Mrs. Anne Besant founded Central Hindu Girls School in Banaras. Form 1882 & 1902 a regular progress was made in field of women education. The major development was seen in field of primary education. The number of girls student was 1, 24,491 in 1882. In 1902 the number of girl student raise to 3, 48,410. The syllabus was different for girls and boy in Primary schools. Instead of mathematics, geography and history, girls were taught music, painting, sewing & stitching etc. Especially Hindus realized its importance. Enthusiastic social worker like Iswar Chandra Vidhyasagar and Agarkar raised funds from public and establishes many girls' schools in different part of India and played an admirable role in development and expansion of Education.

6. Gopal Krishan Gokhle was the first leader to demand compulsory education for Indians in British Parliament. Due to his foresight **Gokhle Bill** (1911) was passed. Due to social evils and practices it was very difficult to adopt compulsory education, even then he advise government to make primary education compulsory for the age group of 6yr to 10yr (4 years). Arrangement for compulsory education should be done first for boys & later for girls. But this bill was not passed. Due to First World War in 1914 the development of education was adversely affected. The main points of Gokhle Bill were as follows:

   (*i*) Compulsory primary education act should be implemented in those local boards, where a particular percentage of children is already getting education in primary schools.

   (*ii*) Local boards can implement this act after getting prior permission from government.

   (*iii*) For the expenses of primary education local boards can implement education tax.

   (*iv*) It should make compulsory for parents to send their male children of age 6 years to 10 years to school. They should be punished if they don't obey the rule.

   (*v*) In future primary education should be made compulsory for girls also.

   (*vi*) No education tax should be charged to the parents whose monthly income is less then ₹ 10.

   (*vii*) Government and local boards should shoulder the expenses of compulsory primary education. Government should pay two third of total expenses.

Presenting the above draft Ghokle addressed Governor General and said Sir, in brief this bill can be explained as a **"very small effort in order to begin compulsory primary education"**.

In order to get public opinion this bill was sent to local governments, universities and few private institutions. On March 17, 1912, debate was called on this bill. After a long debate of two days this bill was dropped on 19 March 1912. Bill got only 13 votes in favor and 38 votes against it.

7. During the period of **Lord Curzon** only 4,24,000 girls were enrolled in different type of schools all over the India. One third of which were Anglo Indian and Indian Christians. Curzon decided to encourage women education, but he faced the problems of orthodox Indian rituals like child marriage and parda partha. Few model schools were founded for girls and eligible teachers were appointed in order to develop women education.

8. Attention was given to women education in government proposal regarding Education policies. It was accepted that social rituals of Indians are proving obstacles in educating women. It is not possible to educate women by neglecting these rituals. Regional governments were asked to send

suggestion and proposals on how to encourage women education while keeping Indian social and orthodox condition in mind. In government proposal following general guidelines were mentioned in order to develop women education:

(*i*) The education provide to girls should be useful in life; this education should help women to get her deserved place in social life.

(*ii*) Girls should be provided with different education then of boys and examination should not be considered important for them.

(*iii*) Health science should be given special attention in girls' education and local social environment should be kept in mind.

(*iv*) Only women should be appointed in girls' schools for teaching and inspection jobs.

In 1921 the number of girls studying in primary schools reached 11,98,550, while it was only 3,48,510 in 1910. During this period there was a surprising increase in graduating girls. The number of graduating girls in year 1881, 1901 and 1921 was 515, 1412 and 4391 respectively. In 1907, women Education Committee was founded in Bengal in order to encourage women education.

9. Following are the recommendation of **Hurtog Committee** 1927:

   (*i*) In order to inspect girl's school, number of women inspector should be increased.

   (*ii*) Maximum number of girls' schools should establish in rural area.

   (*iii*) Subjects like home science, music, art, health & care etc should be plan for girls.

10. Due to private & government effort, a progress was seen in girls' education during 1921 to 1937. In 1929 Harvilas Sharda of Ajmer brings a restriction in child marriage by purposed **Child Marriage Bill** and **"Sharda Act 1929"** was made. This allowed young girls to gain education. Women got the right to vote. Due to above mentioned social and political improvements self respect was developed in women. Eve women founded **"All Indian Women Union"** in 1926 and All India Women Education Convention was held in 1927, in which they raised their voice for their right to avail same versatile education as men.

11. A serve progress was noticed in women education during 1937 to 1947. During Second World War demand of educated personal in government and private offices raised. As a result many women started working there. Due to these jobs women started enjoying the economic freedom and this freedom becomes an inspiration for women to get educated. Up market during world war pushed middle class into financial crises. As a result the generous men allow their wives to start doing job outside. This changed attitude added a great progress in the field of women education. In 1947 there were 16,951 institutes for general and specific education for women and 3,55,05,503 girls were getting education there.

Self Assessment

Multiple Choice Questions:

3. Women should be made

   (a) Powerful (b) Powerless (c) Educated (e) Uneducated

4. The first step in education and training of child is—

   (a) Family (b) System (c) Mother (d) Father

5. In 1882, the number of all kind of women schools was—

   (a) 3500 (b) 2697 (c) 3697 (d) 4000

6. In government proposals regarding women education attention was given to—

   (a) In Women Education (b) In Men Education

   (c) In up Market Prices (d) None of these.

Notes

11.4 Women Education After Independence

It is mentioned in article of Indian constitution that any citizen should not be discriminated on basis of gender. According to Act 15 of Indian constitution state will not discriminated any citizen on the basis of religion, caste, gender, and birthplace or any one of these. Under the leadership of **Smt. Jayanti Patnayak**, a National Commission for Women was established by government in order to progress of women. It was considered that this commission will prove effective for progress of women.

After Independence following task has been done by committees and commissions in the field of women education:

1. **Radha Krishnan Commission (1948–49)—**Putting stress on women education they said, "it is impossible to have educated people without doing work in field of education." This commission suggested some points for development of women education;

   (*i*) Education should be provided to women to make her good mother and a good house wife.

   (*ii*) Expansion in the field of women education should be done.

   (*iii*) Women should be motivated to study home management.

   (*iv*) Female teachers' should be given same salary as male teachers' for the same job.

   (*v*) Curriculum should be designed in a way to provide women an equal status in society.

   After independence, central government was keen to work in order to expand development plans in field of women education. The purpose of new constitution is to compose a constitution where all citizens will be treated equally despite of any religion, caste or gender. That's why government took major steps in field of women education. In 1949–50 the percentage of girls in primary schools was only 28%.

2. **Planning Commission–First Five Year Plan—**In this period goals were set for the development of women education. By the result the percentage of school going girls raised to 40% in 1955-56, which was only 3% in 1950-51. Special plan was done for the education of very backward women and girls & with the help of social groups effort were made to educate them.

   During this period the number of girls in education center raise to 81 lakhs from 61 lakhs. Due to this sudden increase girls took admission in co- education schools. During this period the number of girls school was increased to 18,671 from 16,814, on the other hand the number of girls student has been reached 93 lakhs from 64.7 lakhs, which was about 42.6%.

   During the Planning period of 1951–1956 government passed two laws in order to bring developments in women education. One was Hindu Marriage Act, which was passed in 1955, in order to maintain harmony & sweetness in married life. Other was Special Marriage Act, which was passed in 1952, in which inter caste marriage was made valid & the legal age for marriage was set to 18 years and 21 years for women & men respectively. In 1954, when UGC bill was presented in parliament, **Sh. D. Sharma** urged that women should also receive same education as men. He said women should also be nominated for recruitment of teachers, in admissions in colleges and in all other fields in same manner as they do for men.

   Second Five Year Plan: Special attention was given to Women Education during this period. Special arrangements were done for the training of women teachers during this period. Due to shortage of women teachers the development of women education was not going on in a proper way. In this plan, stress was put on providing facilities like housing etc, to the women residing in rural area. Scholarships were granted to women & States were urged to provide under given grants to the women:

   (*i*) Free accommodation for female teacher in rural areas.

   (*ii*) Recruitment of nannies in schools.

   (*iii*) Granting scholarship to the female teachers for training etc.

   (*iv*) Arrangement of refresher courses.

During this planning period Hindu Minority and Guardianship law was passed by government in 1956. This law helped in development of women education.

3. **National Women Education Committee (1958)—**It is also known as **Durgabhai Deshmukh** committee. This committee was established under direction of Durgabhai Deshmukh to provide special attention in the field of women education. The motto of this committee was to suggest solutions to solve different problems in women education. In 1959 the committee comes up with following suggestions:
   - (*i*) For few years special attention is needed for girls' education and a separate administrative system should be provided for women.
   - (*ii*) Easy approvals for the development of women education in rural area should be implemented.
   - (*iii*) It should made mandatory to utilize available funds to construct Girl's middle & secondary schools, hostels for students, hostel for female teachers & for training of teachers'.
   - (*iv*) To establish State Council of Girls & Women education in every state.
   - (*v*) Eliminate the unevenness between boys and girls education.
4. **National Education Policy 1986—**Following suggestion was given in this policy:
   - (*i*) To develop favorable environment for the girls education.
   - (*ii*) To increase the facility to provide both formal & informal education.
   - (*iii*) To expand ongoing programs & to start many new subsidiary programs to raise the level of girls' education.
   - (*iv*) To design supplementary curriculum for fulfillment of requirements.
   - (*v*) To provide education to the illiterate women in a large scale to eliminate the illiteracy. NGOs and other welfare groups should be called for help for this purpose.
5. **Professor Rammurti Committee 1991—**Under given are their views on Girls education:
   - (*i*) To recruit more and more female teachers.
   - (*ii*) To integrate nutrition, health and child development in schools.
   - (*iii*) To establish Women Research Centers at different levels.
   - (*iv*) To provide separated funds for the women education.
   - (*v*) To maximize scholarships, maximize free distribution of books and maximize number of other encouragements.
6. **Plans of Increase in Number of Enrollment—**Government started many schemes to increase the number of girls' enrolment in school. During year 1978-79, in age group of 6yrs to 14yrs children, 66 percent of girls were not enrolled.
7. **Organization of National Committee—**In 1974, the national committee established by Indian government for women education, recommended the following points on its 13th anniversary:
   - (*i*) Central Government should provide monetary grants to state government and NGOs for the development of women education.
   - (*ii*) Special facilities should be provided in order to increase enrollment of girls.
   - (*iii*) Women should be educated through training courses.
   - (*iv*) Try to encourage local women to work as teachers.
   - (*v*) To design a special curriculum for the girls who give up their studies before completion of school. This curriculum should be in such a way that those girls can study and adopt it as informal education.
   - (*vi*) To construct staff quarters for the female teachers in towns and cities and there should be provision of their safety and security.

Notes

Central Government noticed that most of women are still affected with social and economic differences. The policies made for women education were not implemented properly and no positive progress was seen in life of women and as well as in education.

8. **Report Regarding Educational Level of Indian Women—**On May, 18, 1975, this report was presented in Council of States (Rajay Sabha). While briefing the report, Mr. Hasan, Education minister of that time, said **"During last 28 years the position of women has been improved expansively."**

   Mrs. Indira Gandhi, Prime Minister of that time, also took part on this debate and said, "The progress of any society is measured by the progress of women in that society. Women are still living in male oriented society." In every field they have to pass through a mental stress throughout their life. Even if it is field of education or if it is living in society. The low status of women and the provision of fewer opportunities for them to progress lead to undeveloped and sick society. Raja Deshpande while describing a true picture of women in Parliament said, "This Year is Women's year. I would like to know what Government is thinking about women. If you tell me that you are going to provide women same status, as of men, then I am very thankful to you. I had seen many places, where there are schools and hostels, where female students can stay and study themselves, but if we see the education of girls in village then a picture is completely different. Sending girls to schools is not favored there. We have to change this situation. We have to establish more schools and hostel to provide more facilities to girls to study. Especially during this Women's Year, we need to pay special attention in field of girls' education.

9. **National Women Commission—**In 1990 Women Commission Regulation was passed. It consists of one President, one secretary and five complete members. This commission was come in effect on 31 January, 1992. Following were the task given to this commission:

   (*i*) There is provision of Legal security for women. Suggest how to implement it in an effective way.

   (*ii*) To provide suggestions on loopholes, errors and ineffectiveness of laws affecting women.

   (*iii*) To be attentive on the complaints of women and to reach the concern officer where there is violation of laws.

   (*iv*) To involve women in the process of social and economic development planning.

   (*v*) Recommendation for the rehabilitation and improvement of women in penitentiary center, prisons & other places.

10. During 7-8 October 1992, Commission organized a seminar on topic Girl Rape, in which the different means to avoid and stop rapes were discussed. In 1993 a seminar on women perspective was organized for Electronic media. The motto was to draw awareness about news papers and printed media.

Literacy Percentage of Male and Female

Year	Male	Female	Total
1901	9.8	0.6	5.3
1911	10.6	1.6	5.9
1921	12.2	1.8	7.2
1931	15.6	2.9	9.4
1941	24.9	7.3	16.1
1951	24.9	7.9	16.7
1961	39.9	13.0	24.4
1971	39.5	18.7	29.5
1981	46.9	24.8	36.2
1991	63.86	39.42	54.11
2001	75.8	54.16	65.38

This is clear by the given table that in year 1951 only 7.9% of women were literate while in year 2001 only 54.16% women are literate. It shows half of female population is still illiterate.

Self Assessment

State whether the following statements are True/False:

7. It is mentioned in article of Indian constitution that any citizen should not be discriminated on basis of gender.
8. Special attention was not given to the women education in second Five year plan.
9. According to Mrs. Indira Gandhi the status of any society is measured by the status of women it that society.
10. Women Commission Regulation was passed in 1990.

11.5 Administration and Control of Women Education

Education in India is a subject of States' responsibility. State is the one to develop it. Every year central Government provides development grants to states. In this way all schools of women education, from primary level to higher level, are controlled by four administrators.

(*i*) Administration of Central Government.

(*ii*) Administration of State Government.

(*iii*) Administration of local council.

(*iv*) Private or social administration.

Central government does not provide any separate system for women education. They organize it same as general education by the mean by education, but they appoint special commission or committee to survey the position of National Women Education Committee. After accepting the suggestions for the development of women education they draft a national policy. These policies then forwarded to states. State governments follow and implement these policies to achieve desired goals in women education.

State government, with help of education department, control administration and plan education of every level. The primary education of state is operated by education department (regional). Women Education Director of education department is responsible for planning of education in state. These Women Education Director set limit of their charity board (Mandal) and then appoint Inspectors of School. The entire task like education planning, administration and monetary responsibilities for all the Girls school in one board (Mandal) will be accomplished through Inspector of school. In this way women education is controlled by two administrative bodies up to secondary education level. Administrative and control that may be out of sight. Similar to the male student in viddhalyon district viddhalay institutions the Inspector orders; And on the other hand in terms of economic and administrative control orders them to follow District Co-Inspector. This woman - dual impedes the development of education.

In 1958 National women Committee was established by Central Government and as suggested National Women Education Council was formed and appointed in 1959. They suggest forming a separate women education department in Central Education Ministry, which will determine policies, program and development plans. Similarly a separate women education sub-department should be formed in states under State Education Department and Joint Director of Education should be appointed. They also suggest forming an Advisory committee for women education to have a single policy of women education for entire state. This plan is still pending for approval of central government.

Notes

Task Express your thoughts on women's education since independence.

11.6 Curriculum of Women Education

Indeed the main purpose of women education is to make woman a deserving housewife and a worthy mother. Other then this she can avail her rights in society as a common citizen, same as men. In Indian constitution women also have same rights as of men.

All education Commissions recommended that women education should have same curriculum as for men education and an additional exclusive curriculum should also be designed for women. This exclusive syllabus should be consisting of subject like home economics, home management, music, painting, dance etc.

Kothari commission suggested that women must get curriculum consisting subjects of women interest but women should be the one to choose the curriculum she want to study. They should not be forced to study home management and home economics. Up to high school level it is essential to learn home management by the mean of home science. These subjects can be made mandatory till high school level.

Many women are unable to continue education after high school on a regular basis. There should be such arrangement that they can get Higher Secondary Education and other higher studies in their home. Correspondence Education system is going to be ideal for that. There should be arrangement for women to have proper seat and privacy. Women can also become doctor, engineer and social worker after enrolling themselves in men's study curriculum. So they must have independence of doing any job.

11.7 Summary

It is mentioned in article of Indian constitution that any citizen should not be discriminated on basis of gender. According to Act 15 of Indian constitution state will not discriminated any citizen on the basis of religion, caste, gender, and birthplace or any one of these. Under the leadership of Mrs. Jayanti Patnayak, a National Commission for Women was established by government in order to progress of women. It was considered that this commission will prove effective for progress of women.

11.8 Keywords

1. **Development of Education:** Spreading Education.
2. **Equality:** Sprit of Equality.

11.9 Review Questions

1. What does it mean by gender equality? Please explain.
2. Write a note on development of women education during British period.
3. Given an explanation of women education after independence.
4. Mention your views on the curriculum of women education.

Notes

Answers: Self Assessment

1. Gender Equality	2. Institution	3. (a)	4. (b)	5. (b)
6. (a)	7. True	8. False	9. True	10. True

11.10 Further Readings

Books

1. Philosophical and Social Base of Education—*Mathur, S. S, Vinod Pustak Mandir*
2. Philosophical Base of Education—*Sharma, Yogendra Kumar, Madulika Sharma*
3. Philosophical Base of Education—*Sharma, O.P.*
4. Education and Psychology—Measurement and Evaluation: *Sashi Prabha*
5. Philosophical Base of Education—*Pandey Ramsakal*
6. Sociological Base of Education—*Chaubey S.P, International Books, Meerut*
7. Philosophical Base of Education—*Sharma, Dr. N.K.*

Notes

Unit 12: Globalization: Concept and its Relevance in Contemporary Situation

CONTENTS

Objectives

Introduction

12.1 Economic Globalization

12.2 Impact of Globalization

12.3 Nationalism Versus Globalization

12.4 Communication Revolution and Globalization

12.5 Middle Class: Carrier of Globalization

12.6 Summary

12.7 Keywords

12.8 Review Questions

12.9 Further Readings

Objectives

After going through this module, the students will be able to understand—

- About the Economical Globalization.
- The Impact of Economical Globalization.
- The communication revolution and Globalization.
- The cultural pluralism.

Introduction

Globalization is the truth of today. This process is influencing all aspects of human life. This process is challenging religion, culture and nation. Today's growing globalization has forced the reconstruction of religion, culture and nation. This process has also forced the rearrangement of economic activities of societies and communities.

Globalization is a double edged sword. On one side globalization has created encouraging prospects. Other side globalization has also created many deforms. Globalization emphasis on liberal and secular culture. This generates a painful relation in national and international relations.

Notes

Globalization is a complicated process. In this process world in very interrelated through economic, social, political and cultural relations. Emphasis is given on global interrelation, arguments for movements and mixed world, connection and contact, sustainable cultural interaction and exchange.

It results that the world is shrinking in context of time and distance. Sophisticated improvised communications and fast transports have also increased the intensity of this process. Globalization is being presented in a symbolic form where a new method is advocated for being a human of new changing world. Globalization crosses the boundaries of state and nation. It is a process to connect the things, capital, profit, information, opinion, talents, and risks from state or national limits to social network and political institutions. In other words globalization is integration of cultures and communities in new time and places and interrelation of whole world.

Many scholars believe that globalization is not a new process. Globalization was started with Colonialism. Raw material was sent to colonist countries from countries under colonialism. Industrial manufacturers used to obtain raw material from them. The products made by this raw material were consumed by these under colonialism countries. Different countries had an opportunity to come closer during colonialism.

Some scholars accept the rapidity in modernization as globalization. Even today the impact of modernization is expanding in world and the world is shrinking. It consist technological inventions and industrial revolution.

Some scholars see globalization as a process to speed up the modernization. Modernization is connected to technical inventions and industrial revolution. Globalization is connected to modernization which is shrinking the world through the impact of modernization.

One of the ideologies believes that though globalization is not a complete new process but it cannot be considered similar to colonialism or modernization. According to it globalization is a new process. By the decade of 1980 the scenario of dual world started to change.

After the disintegration of Soviet Union, such capitalism was born that no one was to challenge it. One dimensional word was dominant. Capitalism created many phenomenal political and social changes in world map. World tried to readjust according to this new changed arrangement.

12.1 Economic Globalization

Bretton Woods Conference introduced New Economic Policies and Liberalization Program by its 4th Structural Adjustment Program (SAP). During this period Information Technology especially internet has boosted the speed of global relationship and contacts. People migrated for different Geographical areas in search of better opportunities. Due to which globally a situation for new structure of Economy and Politics raised. Global integration started with the beginning of industrial revolution. This development took place beyond the limits of a nation or state. According to **Friedman** globalization is an integration of markets, finance and technology. With effect of this integration the middle world is shrinking into its shortest form, so that we can immediately reach any part of the world at minimum cost. Like all the earlier international civilizations it is also directly or indirectly providing a new shape to domestic politics, Economic Policies and Foreign Policies of every nation.

Notes Globalization is a Multidimensional difficult Process. Markets Finance and Technologies are integrating under the process of Globalization.

Notes

The World is getting such contraction that we are reaching at every part of it in shortest time and at minimum cost which was not possible earlier. Like all the earlier international civilizations it is also directly or indirectly providing a new shape to domestic politics, Economic Policies and Foreign Policies of every nation. There is an extreme importance of different aspect of Economic, Social and Political and Cultural Globalization over human life.

The meaning of Economic Globalization can be understood as:The economic policies of the government of a nation are fixed by the movements of international finance market. It causes a decrease or down fall in economic freedom of a nation or state. Globalization treats world as an economic unit and market as its tool. The main characteristic of a globalize world is an open and liberal market and open trade. It is marked by international investment and Current capital. National economics are now coming in best economic circumference and they are integrating with international trade and finance market, which is immediately completed through computer. The speed of Foreign Direct Investment and its scope the flow of current capital at different parts of the world can be treated as Economic Globalization.

As a result, International Companies (MNCs) are trying to reach those countries and Areas where labor is available at cheaper rates. People migrating from boundaries of a Country and changing their work-areas and residence and adjusting themselves in a new cultural environment.

International financial institutions are continuously increasing the gap between the rich and the poor. Globalization is creating a new sense about cultural, national, environmental relationship and social life, which is affecting our traditional style and to the different matters related to world. In cultural context globalization is a symbol of inter-relationship among different cultures of the world.

Due to the migration, tourism, global economic and political institutions it can be treated as a way of earning livelihood at different part of the world. Globalization creates opportunities for regional culture. Regional thoughts are presented with new approach about Human rights, democracy, market economy, new production techniques, new consumer products and luxury. It automatically emerges the sense of new culture, nationalism and what is the meaning of 'Self' in context of the world for a foreigner? for a citizen of the country? how should be people's political participation and different aspects of social life.

Globalization is a new concept, it does not have a unanimous definition, still some scholars tried to define globalization.

According to Friedman, Globalization is actually an integration of markets, finance and technology. The World is contracting and we are reaching at every part of it in shortest time and at minimum cost which was not possible before eariler. Like all the earlier international civilizations it is also directly or indirectly shaping the domestic politics, Economic Policies and Foreign Policies of a country.

According Inda and Rosaldo, Globalization is a complex process in which world is interrelating through economic, social, political and cultural relationship. It emphases over exchange of long-lasting cultural activities and relationship with a perfect world having a combination of movements and interrelationship.

Self Assessment

Fill in the Blanks:

1. All ..... Countries have a common currency Euro.
2. SAARC countries conference was held on ..... .
3. ..... also have negative results.
4. The policy of liberalization boosted/ encouraged ..... .
5. Currency is ..... during globalizations.

Notes

12.2 Impact of Globalization

Globalization is with positive as well as negative energies. Globalization is a double edged sword. Globalization is resulting positive changes in some areas whereas it is also causing negative changes in some areas. It is also creating the conditions of deprivation and destruction. For logical and scientific evaluation of globalization, it is important to deliberate the both aspects to understand the impacts of globalization. Science, medical and other such invents are available for all. Today transnational organizations are establishing. Through Green peace, Women's Movement, Concern for Empowerment of Local Communities and Indigenous People etc movements people of all over the world are feeling unity. People are connecting with the word through International Government Organizations and NGOs and developing a way for International Governance System.

Globalization is promoting the interaction between humanity and charitable implementations in large scale. Like Oxfam Grant, Human rights, Christian Grants etc. Along with this scientific and commercial organizations like International Association of Nutritional Sciences, International Sociological and Anthropological Association are spreading their thoughts and relationship globally.

Globalization has many negative consequences too. Unemployment is increasing. Nath has underlined the side effects of globalization. It is advocated that multinational companies which are majorly operated by developed countries have continued the division of labor in colonial countries and using the raw material and cheaper labor from undeveloped countries. Developed countries have adequate data collection and information technology. It is used by the developed countries in production and financial investment. They also use it to send information to distant places, operate the finance of overseas countries and managing the multinational companies.

Every moment a new picture is presented through internet, satellite, email and other means of communication. A new world of fashion is presented. This is creating new global conditions. A new taste is developing through cultural objects, food, costumes, music, Architecture and film etc., which is promoting a new global behavior and destroying the local identity.

Impact of Globalization can be explained in following points—

Integration of world Economy—In today's world, globalization, open economy and free market system is implemented. Direct meaning of this is integration of world economy. World Bank, W.T.O (World Trade Organization) and different economic and commercial organizations are controlling the economy of developing and undeveloped countries. Economic policy of developed countries is playing an effective role in it.

Common Currency—During Globalization integration of the currency is taking place. In 2001 in all countries of Europe has a common currency. It is named as "Euro". It has made currency exchange easier for all European countries. The problem of exchange of currency is solved.

In November 2003 conference was organized of all SAARC countries. There issue was raised for a common currency for Asian countries. If it is implemented in future there will be a ray of hope for developing countries.

Economy of developing and undeveloped countries is majorly based on agriculture. Major population is depends on it. It will be suicidal for these countries to exempt agriculture for the World. Whereas, there is a pressure for this. This is a negative aspect of economy integration. There are facts regarding it. In Kankun Conference held in December 2003 developing and undeveloped countries were pressurized to leave their agricultural fields.It was advocated that it will increase the Gross domestic Production (GDP). Gross Development Production rate (GDP) id determined by agricultural, industrial and employment. Most of the countries have accepted liberalization and open economy for industries and employment. But India, A major agricultural country has not opened its agricultural fields for the world. Constant economic pressures are there for this.

Integration of World Market—20th century was the end of Colonial regime in world. Colonial regime was vanished from many countries. Freedom fights were there for the same. First and second world

Notes

wars were also during this period. Intense nationality was born from these national wars. Nationality is followed by Nation building. In order of nation building intense nationality reestablished the national markets.

Did u know? Globalization is actually an integration of markets, economy and technology.

During the decades of 1980, political Colonialism reborn as economic Colonialism. It was named as Globalization. Free market system, free economy, policy of Liberalization, modern communication technology nourishes it to flourish. Today world market is integrating. Markets of most of the countries are open for the consumption of raw material from most of the countries. Both positive and negative results are revealed of it. Integration of world market has opened all markets to everyone. It has created sufficient opportunities for business and finance. Man power of developing and undeveloped countries has more prospects for employment and foreign exchange reserves are increased.

It has negative results too. National policies are determined by the pressure of market. Markets direct interference is increasing in national issues. Multinational and transnational companies have a strong grip in market. Small and cottage industries are marginalized by marketplace. Participation of economically weak people in market is Insignificant. It has promoted unemployment and exploitation. Marketplace is dominating. Market is being creating according to the production through advertisement. It has led to consumerism. So human consciousness is asleep.

Integration of Indian market with world market started in last decades. It was a flick to it on 26 May, 2004 when Government of India ended the Disinvestment ministry. Then on July 8, 2004, Finance minister made the provision for more foreign investments in budget. It has given a new shape to market integration.

12.3 Nationalism Versus Globalization

Like other social elements nationalism is also a historical element. In the process of development of human life after maturity of both objective and sentimental things nationalism raised. E. Echcar said, "Actually nation arises after the end of middle age. **A. R. Desai** believes that "Nation rose during the specific period of social, economic and cultural development". Before the era of social existence non-nationalist are different due to following properties: all the members of nation were communicated at a specific geographical part in a single economic system, due to which there was an absence of mixed economic existence, they generally use same language and have a similar psychology. In India Dalit community have a right to seek answer on the incidents violation of human rights. In the year 2001in World conference against racism, xenophobia and discrimination held at Durban a provision was made so that a schedule cast person can complain.

Characteristics of Nation-State are Changing—Globalization has influenced and changed the basics of nation characteristics. It is the responsibility of a nation to provide civil convenience like education, health and employment. it should be the priority of a nation-state to provide basic facilities like electricity, drinking water, roads, bridges etc. unfortunately it is not so.

Liberalization policy emphasizes privatization. The role of voluntary organization has increased. NGOs have strengthened the tendency of fulfilling the duty for the nation. Because of privatization of education, health and employment nation-state is not fulfilling its basic responsibilities. Primary motive of private sector is to earn profit. Therefore problems regarding education, health and employment are increasing day by day.

Now a days there is a policy in trend in which private sector are operating basic facilities like electricity, drinking water, road etc. due to which nation-state is avoiding its responsibility. Due to the liberalization

and privatization large industries are now independent to spread their empire. Industrialists put pressure on government of the nation-state to make such policies that will fulfill their own interest, which are generally against public interest. International agencies/institutions like United Nation Organization, World Bank, World trade Organization and World Health Organization are dominated by developed countries. Through these institutions developed countries are pressurizing under-developed and developing countries and changing their basic characteristics.

12.4 Communication Revolution and Globalization

Communication revolution has given a new energy to the world. Ultra modern means of public communications are main conductor of globalization. They are providing information very quickly from one corner of the world to another corner of it. Because of this order the boundaries of nation-state are shrinking. Now the world has become a village unit. Information technology has created a new era.

With the maximum use of information technology and with the development of internet a revolutionary change can be experienced in different areas of human life. There is a widespread influence of information technology on society, economic system and administrative system. In activities related to trade and commerce this technology has earned a place and has created a new economic system in form of 'e-commerce'. E-commerce has given a new direction, pace and energy to business by working with intranet and extranet factors of technology. E-commerce has played a remarkable role in the integration of international trade. New criteria of trade are now established by exhausting the limits of nation-state and by skipping its geographical boundaries. There is an important role of e-commerece in this international trade

It is a structure and its culture. it is just an emotional imagination of an ideal nation and in which all the characteristics are present, because there is always an involvement of its past in every element whether it is economic system, social organization, thinking nature or culture**.** Still since 16th different communities manifested during different national consolidation in human history . Each country has a unique nationalism.

Most of the nation formed during 17th, 18th and 19th century, for a complete development newly formed countries fight against internal and external forces. Various wars fought during this period for existence and extension. The process of nation formation or nationalism continued during 20th century. Globalization came into existence since the decade of 1980s**.** It is new face of development for nationalism. Today globalization is overtaking nationalism. Nationalism is declining and globalization is continuously rising.

Declination of Nationalism—Open economy, open market system, liberalization, development and expansion of Multi National Companies and Trans-national companies and information technology has created a new international system. This system came into existence after crossing the boundaries of various countries. The latest technology of communication is promoting the universal culture. It is also possible only with skipping those boundaries of country. Agencies like World Bank, World Health Organization, World Trade Organization; World Human Right Commission has made national limits of less important, as a result globalization has dominated over the concept of nationalism. Different activities like Foreign Investment, encouragement to NRIs, integration of International Market, e-banking, e-commerce, e-journalism, e-learning has also exhausted the boundaries of nation-state.

Declination of Citizenship—Nationality is the primary condition of nationalism. As the nationalism declines citizens are also getting weakness. With the freedom of foreign investment, investors got opportunity to participate in respective nation-state. New international marketing system is creating jobs or employment they are providing new opportunities to get employed in any country. European Union was formed for the integration of market, economics and technology. European Union created a simple transmigration is working there in Europe, means a European person can go anywhere in Europe without any resistance. A developing country like India accepted dual-citizenship to NRIs (Nonresident investment) for investment. All these factors undermine the Citizenship.

Notes

Integration of Legal System—Some countries challenged faulty international laws. For example Nuremberg Tribunal law formed. It have a provision that whenever conflicts arises amongst national and international laws for the safety/security of human rights, international laws have priority means international laws should be followed. For the safety or security of human rights and fundamental freedom Europeans council (1950) decreased its authority.

Telephone telex, teleprompter, television, radio, digital Microsoft, optical fiber, cable, dotcom, internet, software, and hardware means newly introduced communication technologies are more effective than earlier technology. Basic/fundametel means of modern communication technology is computer. Internet is worlds largest network which is spread allover the world. It creates basic change in ideology/view point of the world.e-banking, e-learning are widely in use. A person can deposit or withdraw money from bank situated at any other part of the world. In same way a person can get training from a distance of miles.

Various T.V. channels broadcast live news report to us from all over the world. Because of it world is now a family—satellite has connected a world together. Most of the I.T in others words Information technology means are creating a new way of development and spreading knowledge. There is a interrelation between globalization and information technology. Those countries where the rate of globalization is high, they also have a high rate of use of information technology.

E-Journalism—Communication has provided momentum and energy to globalization. In the book by media specialist Marshal Mcluhn (the medium is message) specifies that means is more important than message. (The Medium is Massage). Today information is emerged as deciding power. Its system is not only independent of control of ideology but communication system also is controlling the ideology. Communication system has a determining role in economic, social, political and other area. The nature of share market is decided by fast communication not by dynamic growth rate. Information and communication systems are integrating at international level.

The tools of information telephone, telegraph and tablets are getting older with a new day. e-mail, e-fax, cellular phone, pager, teletex and computer datas are proceeding. Microchips, satellites, micro waves and robotic discoveries are in trend. Computer networking has embarked setting foot. The flow of information is very high with the help of foreign communication system limited, national informatics center, c-dot (center for development of telecommunications). By combining the multidimensional activity of internet and technical skill with the huge world of news had created a easy way for the revolution where news provider and receiver knows each other very well. Where consumerism is not treated as a dustbin but they are served with information according to their interest.

Communication has become an integral part of the world of e-journalism. It has proved its quality and availability. It is proving a boon for the world.. But it also have an another aspect.

There are several allegations on the child named as globalization who was nourished by communication revolution. According to Professor Herbert Shiller media is in a deep relationship with politics and economics. Shiller commented on the role of media for defining global superiority in his book 'mass communication and American empire' (1969) and 'the mind managers' (1973). He believes that every change in the name of super highway is happening on the cost of public property. 'Radio spectrum frequency' is in use for corporate interest. There is no debate or discussion on this. Radio Spectrum Frequency is national property, a natural source. Initially radio was used as a resource for public use. Later it was misused. Whoever receive license for radio broadcasting, forget their promises towards public. They use radio for increasing their profit. Radio spectrum frequency is now in use for business purposes without the permission of public. The same situation is now in our country because of globalization. Radio spectrum frequency is now in use for business purposes. Especially in the area of media and tele-communication. Public is now the consumer of different media and tele-communication apparatus. Mind and psychology of public is now changing. Hunger for the consumption of modern consumable products is emerging. Dissemination of consumer culture is being fiercely. There is an important question in the order of

the thoughts of Shiler. Communication revolution created various opportunities for benefit of the world. However, the modern means of technology is getting misused for the fulfillment of self-interest. Here a question arises i.e. who is responsible for it, Revolution or people misusing it?—It a point of concern.

Cultural Pluralism—When a large number of people of different culture live together in a locality, and they get support for that, and then this condition is called cultural Pluralism. India is the perfect example for this. Here people of different opinion have freedom to participate in great culture of India, with nourishing their own customs. In this era of globalization it is obligatory for a person belongs to a particular custom to interact a person of other culture or custom. This interaction is globally acceptable. Transmigration increases with all these. Transmigration also developed because of trade, commerce. Political, social or due to other reasons. Due to which cultural Pluralism is increasing. Today cultural inter-relationship is increasing.

Main reasons behind it are public-communication, migration, tourism, foreign companies etc. Migration towards metro cities of developed and developing countries is increasing. It is causing a problem for people that, how to adjust their traditional customs, nationality, citizenship and other phases of social life at their home town.

In process of globalization it is compulsory for a person of any culture to interact with the person of another culture. This interaction is approved by world community. Transmit is increased due to commerce, finance, political, social and many other reasons. Along with the transmit from one country to other is also increased. It has promoted the Cultural Pluralism.

Today cultural internal relationship is promoted. Main reason of it is mass communication, emigration, tourism, foreign companies etc. Due to globalization, emigration towards the big cities of developed and developing countries has increased very fast. So people are facing a problem to live in their home town by coordinating with their traditions, culture, nationality, citizenship and other aspects of social life.

Some socialist believe that globalization in encouraging Multiculturism. Food habits, life styles, costumes, different necessary commodities and production of a country are consumed in other countries. It is also a mean to transfer the culture of a nation to another. Foreign culture is entering in our home through satellites. Various television channels are the mode of foreign culture. Few people named it as cultural attack.

Linguistic Dominance—Globalization has an adverse effect on the languages of small countries. It will not damage Hindi to that extent as Hindi consist an internal power of the country. Countries who are weak, poor, having low population their language will be affected if not completely but will be cause a serious injury. If they want to compete with world they have to come with internet. To use internet they should know English. Complete information in a very short time, is only available in a language that is English. The most promising and effective means of globalization is internet which is the most appropriate Carrier of English. Multinational companies and transnational companies are also the carriers of English. English is also attacking through satellites, i.e. t.v. channels.

Due to globalization a future is arising beside nationality and language absoluteness. If we concern our self with the cultural phase of globalization, then disputes related to colonial cultural front attracts towards it. In this concern issue of vanishing of languages is emerging, UNESCO is also worried about it. Due to all these a question of superiority of some languages especially English will be establish? At the same time a question of disappearance of other languages is also arising. This question is specially relevant to under-developed and developing countries.

English is the language of most of the International trade-business. French was in-corporate in international diplomacy and due to the cultural experiment of France, French get an special attention at international level. But at current stage of globalization, French is also not capable to resist the tremendous flow of English. Just before two or three decades there were few people to know English in France. All the sign-board or bill-board were in French in Paris. Today advertisement in English can be

Notes

easily seen on main roads/highways. Gulf countries have the same situation. Business authorities of the nations using Arabic, Urdu, and Farsi languages have dual-language sign boards. It is essential to have advertisement in English. Pakistan and Bangladesh is also now the victim of this ailment.

In India vitality of English is increasing because of globalization. India has the population of more than one thousand million, in which seventy percent people speak and understand (know) Hindi. The language used in Pakistan, which is called Urdu is also a form of Hindi. The languages of Meerut and Delhi developed both the languages Hindi and Urdu. The mix language of Hindi and Urdu is used by people, Mahatma Gandhi named it Hindustani. Hindi or Hindustani language used in other than Pakistan is like Afghanistan and gulf countries to some extent. Neighbor countries like Nepal and Bangladesh, some other countries like Singapore, Morasses, Trinidad, Guyana etc. use Hindi. Almost 80 crore people speak in Hindi all over the world. Actually there is no country where more than this people can speak a single language. The main language of china is Mendrin, but all the Chinese does not speak Mendrin. Indisputably people speak in Hindi have largest population. Still, the superiority of English is increasing in this Hindi world. Internet is the major carrier of English. It is a consequence of globalization.

Outsourcing—Outsourcing is the main agent of globalization. Outsourcing is a hot topic for discussion in American and European countries. It was initiated by America. But today America is trying to stop outsourcing, because developing countries are getting benefit of it. N.T.C. (National Intelligence council) is an intelligence department of America that provides secretes information to American government. NTC chief Mr. Robert L. Hickwis handed over a secrete report to American government on March 2004. This report published in the media on 21st March, 2004. According to this report related to outsourcing business is a new inclination. It helps companies to reduce their production cost. This report notify Americans and the report said, through outsourcing foreign companies are stealing American information and technology. It will cause a serious damage to import of computer codes and import of hardware.

In his report intelligence chief warned and said that due to this theft of economic and other secretes through outsourcing, after 15 years 30 lakhs employments will go outside only in software sector. Out of which 70% to India, 20% to Philippine and 10% will be exported to China.

As a result of globalization outsourcing is increasing. Through outsourcing developing countries will get million of employment. This is inspiring news for developing countries and is disappointing news for developed countries. That's why American government is trying to prohibit outsourcing for foreigners.

Task Comment on communication revolution and globalization.

Migration—Migration is known as the permanent settlement from one geographic place to another geographic place. There is a difference between tourism and migration. Tourism is temporary whereas in migration there is an involvement of an element of permanent.

There are two concepts, emigration and immigration. The process of leaving one's own nation to another is called is called emigration. Whereas the process of coming in of a person from his nation to our country is called immigration. in addition to this there is an another form of emigration, which is called inter emigration. In this kind of emigration a person changes his place in the same country.

Globalization has encouraged emigration. a large number of people from under developed and developing countries are moving toward American and European countries in search of employment. Settling there. Globalization boosts up this process.

Government is inviting NRIs for investment in India. For this various facilities are providing to NRIs at government level. Acceptance for dual citizenship gets encouragement for increasing the rate of investment by NRIs.This is attracting NRIs. They are interested for investment in India. This process

is also continued in various countries. The process of immigration is now growing up. although it is a cause of concern in India that how it will affect us, after dissolving investment ministry on 26 may, 2004 and presenting the budget in parliament on 8th July, 2004 with a provision for increasing foreign investment.

There are multi dimensional results of migration, emigration, immigration. How to adjust with new culture of the new nation? Rising of new functional relationship. Conflicts or unity of follower of a customs with another, at the level of behavior, measurements, value and inter-activities etc. (Demography) related problems. These issues arise as a result of globalization. There is an essence of sociological study of these issues, so that we can study the effects of globalization.

Self Assessment

Multiple Choice Questions:

6. Globalization is a process .....
   (a) Complicated (b) Easy
   (c) Difficult (d) None of these
7. Took place during globalization .....
   (a) Depreciation of the currency (b) Integration of currency
   (c) Trend of currency (d) None of these
8. Liberalization policies encouraged .....
   (a) Privatization (c) Liberalizations
   (c) Development (d) None of these
9. Basic condition of nationalism is .....
   (a) Currency (b) Citizenship
   (c) Economy (d) None of these.
10. Communication revolution provided globalization .....
   (a) Speed and energy (b) Currency
   (c) New energy (d) None of these.

12.5 Middle Class: Carrier of Globalization

That class of the society's economic and social level, which is neither too high status nor too low is middle class. Middle class is placed in the middle of the two sections of society i.e. the rich and the poor. This section mainly includes white collar people and those, who are working in Low managerial business.

A new social system is emerged after European renaissance. Modernization made multidimensional change in it. Indian renaissance also a part of it. New opportunities for employment and trade formed. Bureaucracy, Technocracy, Advocate, doctor's engineers, teachers, small scale industries, middle traders, local political leaders etc. not only came into existence, but also slowly they became a part of an influential class, it is known as middle class. It has played the role of Executor.

Today the central carrier of globalization is the middle class. They are the main consumers of market. Middle class of the society is the viewer of various television channels. They are leading the consumption of products by Multinational companies.

Notes

12.6 Summary

In India vitality of English is increasing because of globalization. India has the population of more than one thousand million, in which seventy percent people speak and understand (know) Hindi. The language used in Pakistan, which is called Urdu is also a form of Hindi. The languages of Meerut and Delhi developed both the languages Hindi and Urdu. The mix language of Hindi and Urdu is used by people, Mahatma Gandhi named it Hindustani. Hindi or Hindustani language used in other than Pakistan is like Afghanistan and gulf countries to some extent. Neighbor countries like Nepal and Bangladesh, some other countries like Singapore, Morasses, Trinidad, Guyana etc. use Hindi. Almost 80 crore people speak in Hindi all over the world. Actually there is no country where more than this people can speak a single language. The main language of China is Mendrin, but all the Chinese does not speak Mendrin. Indisputably people speak in Hindi have largest population. Still, the superiority of English is increasing in this Hindi world. Internet is the major carrier of English. It is a consequence of globalization.

12.7 Keywords

1. **Integration**—to be combined, the act or process of making whole or entire.
2. **Common Currency**— a money system used in more than one state or country.

12.8 Review Questions

1. What do you mean by Economic Globalization? Clarify.
2. Describe the impacts of Globalization.
3. What is "Nationalism Versus Globalization"?
4. Describe Communication Revolution and Globalization.

Answers: Self Assessment

1. Europe	2. November 2003	3. Globalization	4. Privatization
5. Integrating	6. (a)	7. (b)	8. (a)
9. (b)	10. (a)		

12.9 Further Readings

Books

1. Philosophical and Social Bases of Education—*Mathur, S.S., Vinod Pustak Mandir*
2. Philosophical Bases of Education—*Sharma, Yogendra Kumar, Madhulika Sharma*
3. Philosophical Bases of Education—*Sharma, O.P.*
4. Education and Psychology—Measurement and Evaluation: *Shashi Prabha*
5. Philosophical Bases of Education—*Pandey, Ramshakal*
6. Sociological Bases of Education—*Chaubey, S.P., International Books, Meerut*
7. Philosophical Bases of Education—*Sharma, Dr. N.K.*

Notes

Unit 13: Human Rights and Education

CONTENTS

Objectives

Introduction

13.1 Concept of Human Resource Development

13.2 Education as an Investment

13.3 Education as Human Capital

13.4 Man Power Planning

13.5 Role of Education in Economic Development

13.6 Educational Planning

13.7 Sources of Human Resource Development

13.8 Need for the Change in Education for Human Resource Development

13.9 Summary

13.10 Keywords

13.11 Review Questions

13.12 Further Readings

Objectives

After going through this module, the students will be able to understand—

- The concept of Human Resource Development.
- The Man power planning.
- The educational planning.
- The role of education in economic development.

Introduction

Education develops ability, capacity and skills of human and only a qualified, worthy and skillful person can develop its society, country and economy. As money is a capital, an asset, in same way human is also an asset and capital and we can develop our human resources by educating it. Now every nation is accepting the concept of Human Resource Development. Earlier in our country also, Education Ministry was responsible for the development of organization, management, planning

Notes

and administration of education, but during the period of Rajeev Gandhi it was renamed as Human Resource Development (HRD) Ministry with expanded concept, so that pre defined goals can be achieved and Education can really develop human resources. Education plays a very important role in economic growth of a nation, that's why education is called capital of a nation.

13.1 Concept of Human Resource Development

It is the period of planned development. Every nation of the world is moving towards Economic Development with planning. In this form of development every nation is managing its natural, human and other resources so that it can be fully utilized. Education is very helpful in this planning. A country having a well planned education system will have a good growth rate. If a country has a skillful, trained and adept man power, it will have a high growth rate. Education is the key factor in development of men-power. It is important that education and economic development work together. If education is only aimed to increase knowledge or literate people, or teach mathematics or only to increase intellectual capacity, then it will adversely affect economic growth of the nation. Because of it will be difficult to get skilled people in various areas of Economic development, for which the nation will have to be depend on other countries and it will resist our growth. Therefore it is important to plan education system from the point of view of economic growth. Today education is not only for acquiring knowledge but it is also for economic growth. Education develops ability, capacity and skills of human and only a qualified, worthy and skillful person can develop its society, country and economy. As money is a capital, an asset, in same way human is also an asset and capital and we can develop our human resources by educating it. Now every nation is accepting the concept of Human Resource Development. Earlier in our country also, Education Ministry was responsible for the development of organization, management, planning and administration of education, but during the period of Rajeev Gandhi it was renamed as Human Resource Development (HRD) Ministry with expanded concept, so that pre defined goals can be achieved and Education can really develop human resources. Education plays a very important role in economic growth of a nation, that's why education is called capital of a nation.

Notes Education plays a very important role in development of any nation so it is called the capital of nation.

13.2 Education as an Investment

Investment refers to that capital asset, which can be expended over some beneficial products and will earn more than expenditure. In other words, when money is invested for of more earnings is called investment. Education is investment as money expended on education is reproductive and that produces in large scale. Generally the capital invested in a business, in future it earns more than investment. In same way the expenses made in school buildings, furniture, educational equipments, salary of teachers etc. that produces good administrators and technical-experts, they introduce new technology that increases productivity and profit share, increases national income with per capita income and economic development takes place. In this way the investment made in education returns to nation with a high rate of interest. Growth rate of a nation also depends upon the capital invested in education by the nation.

Marshall said that most valuable capital is that, which is invested on human. Motivator of Communist ideology Karl Marx said about education of laborers. In America Education also emphasis on economics

Notes

of education and they analyze the result of educational attempt with economic achievement together with beneficial education. With the development of teleology education in America, educationist have to focus on the economics of education and they started to evaluate all the educational efforts as economic achievement. In Russia Strumilin proved that if labor get primary education, production increases to 44 percent. In same way British Economist Fabricant and John Baji and Maybaj Dewanesh of France said that there is remarkable impact of education on national production. After 2nd world war various researches held on this, that concludes as expenditure made on education is productive. UNESCO supported very strongly 'Education in the form of planning' and said Education is an Investment in Itself. Today every Economist, educationalist, Businessman and every nation agree that expenditure on education is equally beneficial to the expenditure on business. Today everyone agrees that it is impossible to have industrial, occupational, technical and scientific development, without development of education. That's why today every nation has started to spend maximum on education and various researches took place on its consequences. These researches proved that expenditure on education is investment.

1. Expenditure on education results as increase in national income. Nation that spend more on social, technical and scientific education, have high growth rate.
2. Returns depends on the arrangements done according to the demand of society during educational planning.
3. Expenditure on education of a person affect its income, an ordinary trained person gets low salary, diploma holder gets more and engineers get high salary.
4. In any work more educated person have better performance rather than that of a low educated person.
5. Highly educated person have higher ability to adopt new ideas and new equipments, thus he succeed in economic development.
6. Knowledge has a direct relationship with earning. Person who has acquired knowledge about agriculture will produce more than the person who does not have any knowledge regarding it. A highly educated D.M.M.S., M.D or Doctor earns more than an ordinary graduate person. In this way expenditure made on their education is investment in itself.

Capital invested in education results in four ways: (1) Return in the form of monitory return. (2) Non monitory return. (3) personal return (4) Social return. If a person earns money after getting education or after being educated is called return in form of money. This income of the educated person is his personal income, but when a part of his higher education is taken by the institute providing employment to him or by society, that return is called social return. It is also possible that educated person do not have enough income, but still he is satisfied, this satisfaction is called non-monetary return.

Self Assessment

Fill in the Blanks:

1. Education develops ability, capacity and ..... of men.
2. Education is a powerful means of ..... .

13.3 Education as Human Capital

Education is called capital as it plays an important role in economic development of a country. According to Marshall, "the most valuable capital is that which can be invested in all creatures". Actually education is human capital, because it increases ability and skill of people.

Notes

Following logics are given in favor of it.

1. Education is helpful in economic development.
2. Men power is increased by spending on education, this men power increases national income by increasing production.
3. There is difference between style of working of an illiterate and unskilled person and in the style of a well trained person in different jobs.
4. Education increases the ability and skill of a person so that he can earn more than what he spends on his education.
5. Formal education is the most important means in formation human capital, because it increases the economic value of men. This increases the capacity of earning of a person.
6. Human capital is not only a physical labor, but it is an intellectual capital too.

Thus it is necessarily human capital. It makes qualitative and quantitative improvement of human being and thus forms social capital.

13.4 Man Power Planning

Development and progress of nation not only depends upon its physical assets but also depends on skilled work force. Education is the key to make this workforce skilled. There is no dought that physical resources like electricity, transport, steel and coal are supporting elements in economic development, but these resources are operated by human being. A person cannot use these natural resources without scientific knowledge and technical knowledge. For economic development it is essential that people should have scientific and technical knowledge of working and this is done by education. Education introduces people with new scientific knowledge of production in small and large scale industries. Thus the way of economic development is open by education. Human resource planning means increase the work capacity of a person, provide him new technique and introduce him with the changes taking place in world in the area of agriculture and industries. Human being is a power in itself. From the view of economy as in the form of capital and in the form of an effective means of economic prosperity.

Did u know? Investment means that capital, which is engaged in some beneficial production?

13.5 Role of Education in Economic Development

Economic development of a country refers to Net National Income, Gross National Profit, Per-capita Income and regular increase in production. It requires capital, resource, labor, organization and audacity. Production requires both the natural and human resources. Natural resources include raw material, minerals and proper environment and human resource includes physical and mental attempt of human being. Human beings work hard, absorb raw material from nature, use machinery and turn it into product useful for society and use the commerce and trade organization to convey the final product to consumers. So every part of economic development requires men-power. Generally economic development of a nation depends on two factors. First is availability of natural resources to the country, and second is what kind of labor is available for its utilization. The country which have utilize its natural resources by skilled and enough labor will have better growth rate.The skill of tapping and consuming the natural resources can only developed trough education.

Notes

Education increases the Net National Income, Gross National Profit, Per-capita Income and average income of a country. Cost of production is minimized by education by improving skills and knowledge of laborer and increases the quality and quantity of production; it has positive impact on Gross National Profit. And Gross National Profit increases. Education does not only tell about production but also about its consumption. People increase their income by following the principles and regulations of consumption, it results as increase in the income of society and country and the country develops economically. In this context education plays an important role in economic development of a country. There are various countries those develop their economy through education. Such as Japan, its economy was destroyed during 2nd World War but, through education Japan managed its economy and is now one of the developed countries of the world, who is challenging other economic powers of the world. Today United State of America ranks first in the world, by maximum consumption of its natural resources by improving its professional, scientific and technical education. Denmark adopted milk trade, developed this trade and took it to the height of success and got surprising economic development. Countries like Russia, Germany, Canada and other countries develop their economy through education.

Education is a very powerful means of economic development. In this regard American economist Schultz **said**, "Imagine that an economy have good geographical conditions, enough capital and technique of production, but do not have trained workers who have acquired education in any institution, who just have knowledge about only domestic economy, do not have knowledge about other economies of the world, it is sure that in those circumstances there will be low production, rigidity in economic organization until there is no investment is made on human resource and improve their skill". For the high rate of growth in economy it is essential that the country should invest for education of people, so that their skills and ability can be improved. They will be aware of sale and purchase of product, this will improve the production. Researches made in this regard conclude that economic growth of a nation is more dependent on development of human resources rather than of natural resources, and human development depends on education.

Education develops human resources in following ways:

1. Education creates a way for economic development by utilizing natural resources properly. Various countries of the world like Arabs, Brazil, and México etc. have sufficient natural resources but in the absence of educational facilities they were unable to utilize these resources in properly. In just contrary Germany, Switzerland, Denmark etc. effectively utilize their limited resources and achieved incredible economic development.
2. Education brings revolution in technical fields. Technical revolution affects production capacity of the nation and this increases production.
3. Education avails new ways for prosperity in rural areas. Villagers increase their production by using agricultural knowledge and adopt co-industries.
4. Education improves work efficiency of workers. Develop aspiration among them.
5. Education removes flaws of economy and makes it more effective.
6. Education develops the spirit of thinking, making distinction, making argue, comparing and analyzing, that affects the life-style, work-style and production capacity of a person.
7. Education gives a new direction to the perspective and Contemplation, due to which changes occur in production, management, organizing capital etc.
8. Education emphasis on scientific and technical researches that develops new technology.
9. Education helps in developing industrial administrators.
10. Education prepares technical and agricultural specialists.
11. Expenditure on education is like expenditure on other capital investments.

Notes

12. Education improves the productivity of workers by introducing them with new technique, which puts positive impact on gross production.
13. Education develops quality of workers. Develops behavioral qualities in them, protects their health. With good health they can work hard.

For economic development both the general and specialist education is required. General education helps in physical, mental, social and moral development of children. In this more emphasis is on language, personality, adjustment and the variability. These qualities affects production and distribution almost equal to the knowledge of elements related with production and distribution. It means before specialist technical knowledge it essential to have general knowledge. Specialist education prepares people to work in special work areas like, agriculture, heavy industries, small scale industries, education, health, construction, law etc. Its objective is to prepare skilled farmers, engineers, doctors, technicians, administrators etc. thus education can increase production by preparing able, hard working and skilled men-power. Conditions of distribution can be improved and management and system can be shaped very well and economic development can be made in a country. Thus it is apparent that education plays an important role in economic development of any nation.

Self Assessment

Multiple Choice Questions:

3. Education is ..... in Economic development.
   (a) Helpful (b) Resistant (c) Obstructive (d) None of these
4. Expenditure on education causes ..... in National Income.
   (a) Decrease (b) Increase (c) Loss (d) None of these
5. Earning has ..... with knowledge
   (a) Direct Relationship (b) Profit (c) Earning (d) None of these
6. Capital invested on education can generate return of ..... .
   (a) Six Types (b) Four Types (c) Two Types (d) None of these.

13.6 Educational Planning

Educational goals can be achieved through well planned programs. Planning system can create a social system which is based on basic values and objectives. Planning involves economic, cultural and political aspects with social aspects. India is a large country. There are various kinds of resources human resources, minerals etc, nevertheless it is standing with developing countries. It is essential to have social change in the country for its development programs. Education is treated as a good investment. Today we need technology to consume our natural and human resources properly. It is important to have a good planning in the country. Educational planning should get special attention in this planning. We can bring better social change by educational planning, every citizen can be developed to a standard of education and we can prepare good citizens for the democracy and can develop required science and education. Developed countries believe that educational planning is very essential. We also require well planned programs for our Indian society, so that we can challenge other countries in this changing economic and social environment.

Meaning Planning

According to dictionary planning means to sequent a work before doing. Planning includes both the objective and selection of work. Planning is process in which various decisions are taken. Discussion is

made over decision, through which directed works can be done with appropriate resources in future. Following elements are involved in this definition: (1) It is a process; (2) Objectives are pre discussed; (3) Orientation is important; (4) emphasis on future settlements; (5) In planning those decisions are identified which will be helpful in achieving objectives; (6) A process is developed for optimum utilization through various prospective alternative.

Meaning and Characteristics of Educational Planning

Educational planning is a kind of procedure, in which decisions are made for achieving pre-decided goals, so that they can be easily implemented. In the words of J.P. Nayak, Educational planning means making decisions for future activities, by keeping in mind that pre-decided goals can be achieved by proper use of rare resources.

For pre-decided goals it is important to analyze various aspects, which includes, develop relationship between education and national development, subject material of education, educational measurements, expansion of education facilities, culture of the nation, social system and social changes etc. In rare resources deep research is made on time, physical resources, buildings, goods, scientific equipments, money and able man power. With all these taking decision is of an importance.

Following characteristics should be involved in educational planning:

1. Educational system should be goal oriented. Education system should work properly without any wasteful expenditure. It is believed that education system is a kind of mechanical system, through which desired goals can be achieved successfully.
2. Educational system should be development oriented. The political and social environment affects its production. In the same way education also related with productivity. Education system should improve national wealth.
3. It should have the attribute for integration. Educational planning should have the capacity to integrate various aspects related to development.
4. It should be based on the requirements of society. The procedure of development is continuous in every society. This development process has direct relationship with requirements. Educational planning should fulfill these requirements.
5. Education planning should concentrate on future requirements. Knowledge explosion is now very high, which is changing society. Science and art are highly affecting human life. These should be analyzed and education system should concentrate on future requirements.
6. It is important to emphasis on social and moral values. Today men's life is very mechanical. Criteria for social and moral values are also getting mechanical. Today violence, enmity, conflicts are deeply involved in human life. By learning the social and moral values can be properly installed.
7. In educational planning comfort of life should be keep on mind. Today men are wasting life for achieving physical comfort. After a certain level he realizes the reality that, only physical pleasure is not comfort life. It should be kept on mind in educational planning.
8. Educational planning should be flexible. There should be provisions which can be easily modified according requirements. But this modification should not affect basic educational planning.

Educational Planning at Different Levels

Educational planning is made at different levels, it is important to coordinate them. These four levels are—(1) National level, (2) State level, (3) District Level, (4) Institutional level. Important decisions are made at each level. In our education system various decisions are taken at National level and some other are of very important at state level. In our education system some decisions are taken at state level, such as syllabus of different classes, pay grade of teachers etc. in this way it is not appropriate to discuss these aspects at district level.

Notes

Educational Planning at District Level

It is not a new concept to make educational planning at district level. District level education planning only involves those activities which are changeable at district level. At district level planning these activities to be keep on mind. These should be bases on reality and should practical. Officers of State Education Directorate should provide appropriate instructions/directions to district level planning. **J. P. Nayak** suggested that suggestions from the teachers of related Schools should be taken by Education Officers. Following activities may be involved in district level educational planning—

(1) Development of educational facilities in schools, such as school building, play ground, laboratory, library etc.; (2) Work experience; (3) Social service programs; (4) Community decentralized programs; (5) Social and adult education programs; (6) Use of resources of the community; (7) Fixation/assessment of place for opening schools; (8) Develop relationship of education with employment available in District; (9) Develop instruction facilities; (10) Provide services to the environment around institution; (11) Assessment of registration at district level; (12) Environment programs; (13) School inspection; (14) Professional development programs of teachers; (15) Developing good human relations etc.

Institutional Planning

According to **J. P. Nayak** Institutional Planning is to make decisions about activities to be performed in future, through which pre-decided goals can be achieved by utilizing various resources. Objectives of institutional programs cannot separate from educational planning, few differences can be made in pre-decided activities and their quantity. Following aspects should be keep on mind when preparing institutional programs— (1) To improve the instruction of education, (2) Improvement in the facilities of schools, (3) Essential and proper use of resources. (4) Co-operation of local communities in various programs of school. (5) Development of programs to make community based schools, such as social service, adult education program, youth service etc. (6) Maintenance of School building, (7) Organizing activities related to syllabus, (8) Identifying the requirements of schools, (9) Proper use of local resources, (10) Improve examination and assessment rules, (11) Co-ordination with instruction services, (12) Co-ordination with district level planning, (13) School registration, (14) School supervision programs, (15) Implement suggestions received after school inspection, (16) To maintain healthy environment in school.

Problems related to Educational Planning

Developing countries such as India has to make provision of high budget in educational planning. Countries economy is affected by population explosion, wars against other countries and inflation. From economic aspect education is a very large industry, in which government has to increase its budget for education. But it is true that social, economic, and cultural development of the nation is only possible by education. For performing these jobs importance of making good educational program increases, several problems are faced during its preparation and for its implementation, which affects education development programs.

Some problems are—

(1) Effects on finance system. (2) Differences are made from time to time. (3) Difficulties at different level arise by not defined educational objectives. (4) Educational development is not co-operated with rural development. (5) Which process is to be adopted for which aspect? (6) How to take coordination from teachers and parents for planning process. (7) Lack of appropriate policy for regional development. (8) Lack of trained staff for planning. (9) Problem of nomination. (10) How to co-ordinate institutional planning with district level and national level educational planning. (11) How to motivate education department for implementation. (12) How to select and motivate a good employee group to work in education department. (13) Implementation of planning due to several geographical, social and psychological causes.

Notes

Suggestions

Government should give preference to educational planning. Experienced and able specialists should motivate towards it. Programs should be made in various universities for this. Research work related to educational planning is almost negligible. This work should be proceeding. It can be done with education specialist and specialist of social studies, try to solve different problems, which are acting as hindrance in this work.

Self-Assessment

State whether the following statements are True/False:

7. Educational objectives can be achieved only with well planned programs.
8. First eight years education which is called primary education is most important.
9. Father of the nation Mahatma Gandhi believed that illiteracy is slur for the nation.
10. According to Indian constitution there should be no arrangement of education.

13.7 Sources of Human Resource Development

Primary Education

First eight year duration schooling is called primary education, it is most important, because it creates the foundation for personality, psychology, social trust, habits and research ability. At this level basic education for reading, writing, and mathematics is earned, values are created and environment related awareness arises very quickly. It is a situation where physical development can be made, interest can be created in sports and adventure activities and hand craft can also be developed. At this stage their mentality changes, sympathy, brotherhood, tolerance, humanity, cooperation and other emotions can be generated in them, which is helpful in making them a useful person of the society and country. If a child got good education at this stage he never fails in his life because he is prepared to make efforts for achieving goals.

Secondary Education

Secondary education is that education which is mainly for the age group of 12 to 17 years. Here a student learns owing equipments of studies, personality, thinking area and their use expansion in life. It emphasis on learning, mental development, interest, ideals and habits. Secondary education acts as back bone of educational area. As back bone balances the whole body of a human being, in same way secondary education is helpful for his life. It is a stage where revolutionary changes take place in physical and mental development of a child. It creates foundation for higher education and its preparation. In this form standard of higher education is decided in sufficient quantity by secondary education. Secondary education is a complete and independent in it, because after completing this education children enter into its practical life. In this way secondary education prepares a child for his upcoming life.

After completing secondary education some children take admission in higher education and acquire general or specialist higher education and present themselves as skilled and able man-power and make themselves available for production or administrative activities, but after completing this education most of the children employed in some activities. Whether in agricultural activity, work in an industry or office, or start their own business, and work as clerk, technician or labor. In this way secondary education prepares able or semi-able workers and secondary education plays an important role in economic development of the nation.

Notes

Higher Education

Higher education is given great importance, because it prepares those persons, or develops those ideas, which can be implemented in future. Quality and the speed of its development depends on wide spread knowledge of its thinking environment, history, culture, custom and values and on the capacity of its people to defeat physical/geographical, social and spiritual problems. Awakened class arose from education plays an important role in deciding the quality of environment. Higher education avails man-power for continuously increasing and changing necessities of industry, agricultural administration and services.

Higher education is of two types, first general and second specialist. General education provides officers to organization and administration and specialist education creates higher technical and mechanical officers. Thus, general and specialist education creates those officers who are responsible for working of various business institutions, large industries and factories and other organizations. For best adjustment it is felt that, arrangement of general education should be made for those who are acquiring specialized education.

Adult Education

Adult Education has its own importance in economic development of the nation. Due to the failure of primary education, number of illiterate people has increased very much. Father of the nation Mahatma Gandhi believed that illiteracy is the slur for the nation. For the development of India we can't wait for the day when every child of the nation will get necessary and free of cost education and those children participate in economic development of the country. A Growth of today's India is dependent of these illiterate elders, therefore they should be made capable by literacy and adult educational attempts, so that they may be able to acquire knowledge about agriculture and industry, can study the books related with them and on these bases they can develop agriculture and industry at their level Adult education will provide them knowledge about different meters and regions and it will develop self confidence in them. Definitely it will increase production and country's economy will develop.

Task Comment on Educational planning.

13.8 Need for the Change in Education for Human Resource Development

Undoubtedly Indian schools, colleges and universities are preparing world class engineers, doctors, technician, managers and higher officers. Whose schools were drawn from the world's finest world can be good scholars. But it is also an open truth that they are few in comparison of that large number, which have some bookish knowledge, the degree, and diploma but have very limited practical knowledge and self studying capacity. They have a very weak language and their communication capacity is limited, their ideology is much contracted and they have lack of interest for accepting social and national responsibility. The level of general education in the country is very low and specialist education not so practical. Due to lack of promotion of industries it is difficult to use those educated people in the country. Miss spending and resistance is increasing at every level of education, it not only causing miss spending of investment money in education also to the miss use of man power. Therefore it is necessary to improve the quality of education. For acquiring benefit from investment on education it is important to stop miss spending of that money and there is a strict requirement of developing a relationship

between education and development so that education can truly participate in developing country's economy.

For development of human resources following changes are required—

1. According to Indian constitution there should be arrangement for education. Our constitution includes four indicating words, justice, freedom, equality and brotherhood. Constitution is bounded to provide these to every citizen of India. Every citizen of the country should get equal opportunity to acquire education without any kind of difference on the basis of cast, religion, community, color, rich or poor. For this sufficient education institution should be opened.
2. Indian society does not only contain cultural difference, but social differences also. In today's education system these differences are increasing. Rich are becoming more rich and poor becoming poorer. Therefore, education system should have the capacity to reduce these inequalities/differences and equality can be increased.
3. Through education country people should realize the feeling of 'one language and one nation'. Hindi should be use as a language of communication, which will create feeling of love, cooperation, sympathy, patriotism and trust among citizens of India.
4. The language of current education system is completely mechanical. There is lack of expression of thinking and voice of children in this. Therefore it is very important to provide opportunities for debate, expressing thoughts, defining and making justice to the children. For that it is required to make changes in educational technique and syllabus.
5. Every philosopher/thinker of the nation is worried about the downfall of moral and social values of the society, which is polluting the social life. This downfall of values is not only polluting other areas of life, but it is also polluting to the educational institutions. Therefore it is very important to teach and make them realize that we cannot stop exploitation, insecurity and violence and we cannot established an organized society without accepting or following some social and political measurements.
6. Country is feeling that, the student who have passed out these educational institutions thought that the hand work/craft work is a cheap work in comparison of clerical work. This can be a great resistance for a country who is entering in modern era. Developed countries are out of these thanking, Indians should also remain out of it. It can be done only when we make it sure that any children cannot complete his/her school life without any kind of hard work for it.

   For making changes in education Radha Krishanan commission (1949), Mudaliyer Commission (1953), Kothari Commission (1966), New Education Policy (1986), Rammurti Council (1990) etc. presented various suggestions. Their many suggestions were accepted but there is no remarkable change can be experienced in our education system. It is very important to emphasis on education without any personal of political interest. It is very important and essential for economic development, human resource development and democratic system of the nation.

13.9 Summary

For the development of India we can't wait for the day when every child of the nation will get necessary and free of cost education and those children participate in economic development of the country. A Growth of today's India is dependent of these illiterate elders, therefore they should be made capable by literacy and adult educational attempts, so that they may be able to acquire knowledge about agriculture and industry, can study the books related with them and on these bases they can develop agriculture and industry at their level. Adult education will provide them knowledge about different meters and regions and it will develop self confidence in them. Definitely it will increase production and country's economy will develop.

Notes

13.10 Keywords

1. **Adult** : grown-up, mature
2. **Change** : Transform

13.11 Review Questions

1. What do you mean by man power planning? Clarify.
2. What is the meaning of educational planning?
3. Describe sources of Human Resource Development.
4. Comment on Education as an Investment.

Answers: Self Assessment

1.	Skillks	2.	Economic development	3.	(a)	4.	(b)
5.	(a)	6.	(b)	7.	True	8.	True
9.	True	10.	False				

13.12 Further Readings

Books

1. Philosophical and Social Bases of Education—*Mathur, S.S., Vinod Pustak Mandir*
2. Philosophical Bases of Education—*Sharma, Yogendra Kumar, Madhulika Sharma*
3. Philosophical Bases of Education—*Sharma, O.P.*
4. Education and Psychology—Measurement and Evaluation: *Shashi Prabha*
5. Philosophical Bases of Education—*Pandey, Ramshakal*
6. Sociological Bases of Education—*Chaubey, S.P., International Books, Meerut*
7. Philosophical Bases of Education—*Sharma, Dr. N.K.*

Notes

Unit 14: Consumer Rights and Right to Education

CONTENTS

Objectives

Introduction

14.1 Opinion of Court about Compulsory and Free Education

14.2 Constitutional Provision about Right to Education

14.3 Shortcomings and Suggestions of Act

14.4 Summary

14.5 Keywords

14.6 Review Questions

14.7 Further Readings

Objectives

After going through this module, the students will be able to understand—

- The opinion of Court about compulsory and Free Education.
- The constitutional Provision about Right to Education.
- The shortcomings and Suggestions of Act.

Introduction

Vision of free and compulsory education came true after six decades of independence with "right to free and compulsory education act 2009". After the implementation of this act from 1 April, 2010, every child between 6 to 14 years got the legal right to get free and compulsory education in his nearest school. The special thing of the Act is the provision of 25% reservation in private schools for the children of poor family who are deprived of education. Law commission had suggested 50% reservation in private schools for the children of poor family who are deprived of education.

This Act was approved on 2 July, 2009 by cabinet and was passed by Rajya sabha and Lok sabha on 20 July, 2009 and 4 August, 2009 respectively. After approval from President on 26 July, 2009 it was published in Indian Government Gazette. It had been applied from 1 April, 2010.

Constitution makers were willing to include right to education in fundamental rights, but then circumstances of India were not favorable, therefore they included it in Article 45 of Directive Principles of State Policy and was left to the state which was not enforceable in court. Realizing its importance by **86th** constitution amendment act 2002 in year 2002 article 29 (A) was added and was included in chapter 3 as fundamental right and thus it was enforceable. Due to the addition of above

Notes

Article 29-A, Article 45 was also amended as "State is liable to provide education opportunities to the children up to 6 years of age", thus by amending Article 45, states were made liable to provide free and compulsory education. Along with above two amendments a new amendment was made in Part-4 of fundamental rights and Article 51(A) (T) was added to it. According to this "parents and the guardians of the children will be responsible to provide opportunities for compulsory education to the children who are under 6 years to 14 years of age".

With the providing the status of fundamental right to the right to education it was also included in Directive Principles of Policy and fundamental duties, therefore it became the duty of state and parents. But there was no such positive means for implementing these duties, therefore for the accomplishment of its needs, under these notification responsibilities were secured for state government, and parents and guardians of children and provision were made for fine in the case of violation.

14.1 Opinion of Court about Compulsory and Free Education

In the case of Mohini Jain v/s Karnataka state 3 SCC 666 (1992) high court made a historic decision, which says, under Article-29 right to education is fundamental right of every citizen. Right to education is also included with Protection of life and personal liberty in Article 21 and capitation fee demanded by private colleges is violation of this right. Providing education to every citizen is constitutional responsibility of State.

In the case of Uni Krishnan v/s Andhra Pradesh (1993) 4 SCC 645 owners of private institutions filled petition in the court to review the decision made in the case of Mohini Jain, their argument was "if above decision is to be followed then they would have to close colleges, judges accepted education as fundamental right and limited it to the children of 14 years in age and said in the relation of higher education it is dependent on the financial status of state.

In the case of M.C. Mehta v/s Tamilnadu state (1996) 6 SCC 756 Supreme Court ordered to the state to provide full opportunities to child labors in accordance of Articl-45, it was also directed that it will be the responsibility of guardian to send child for education and related government will look after that their working should be not of more than 4–6 hours and every day he should get 2 hours for education and the whole expenditure made on the their education will be borne by the employer.

Notes Primary education includes education from class 1 to class 8.

Self Assessment

Fill in the Blanks:

1. ..... Was passed for providing free and compulsory education.
2. Still there are many villages without ..... .

14.2 Constitutional Provision about Right to Education

In the year 2002 with the 86th Constitutional amendment that Article 21 A was added to Article 29 which made in such manner as prescribed by state law to free and compulsory education to all the children from the age of 6 to 14 years a fundamental right.

Article 41—Central Government Act Article 41 in The Constitution Of India 1949 41. Right to work, to education and to public assistance in certain cases The State shall, within the limits of its economic capacity and

development, make effective provision for securing the right to work, to education and to public assistance in cases of unemployment, old age, sickness and disablement, and in other cases of undeserved want.

Article 45—Highlights that "State will make arrangements for the care and education of every child under age of 6 years".

Article 46—Article 46 in the Constitution of India 1949 46. Promotion of educational and economic interests of Scheduled Castes, Scheduled Tribes and other weaker sections The State shall promote with special care the educational and economic interests of the weaker sections of the people, and, in particular, of the Scheduled Castes and the Scheduled Tribes, and shall protect them from social injustice and all forms of exploitation Main Provisions of Free and Compulsory education to children Act 2001:

- Primary education includes education from class 1 to class 8.
- Compulsory education: responsibility of Government is to
  - (*i*) Provide free primary education to every child of the age 6 years to 14 years.
  - (*ii*) Make arrangements for the admission, attendance and education of every child of age 6 years to 14 years.

Right to free and Compulsory education

- Every child between 6 to 14 years of age would have right to get free primary education in nearest government school and for that he/she should not have to bear any fees (Section 3).
- If a child of 6 to 14 years of age deprived from primary education because of not getting admission in school, then he/she will be admitted in class in accordance of his/her age and such children will be authorized to get free education till the end of their primary education no matter that he/she had completed 14 years of age (Section 4).
- During admission children have the right to get transfer from one school to another school (in the state or outside) and the principal of the school will provide Transfer Certificate immediately to the students willing to have this kind of transfer and delay made in the process can't be a reason for not admitting in another school, strict administrative steps will be taken against the principal or any other related officer if he intentionally makes such delay in the process (Section-5)

***Duties/Responsibilities of Government, Local Authority and Parents**

- According to the provisions of this Act government and local authorities where, there is no school in their area, will establish schools within 3 years of implementation of this act in its working area (section 6).
- Central Government
  - (A) With the help of educational officer a national structure will be developed that will concern followings—
    - (a) Multidimensional development of children.
    - (b) Development of the values that are merged in constitution.
    - (c) Development of mental and physical ability of children at maximum level.
    - (d) To teach children through children oriented and friendly activities.
    - (e) The means of instructions will be mother tongue as far as possible.
    - (f) Make the children fearless and help them to express their thoughts independently.
    - (g) Assessment of understanding/learning capacity of children and implementing it to their ability (Section 21)

Notes

(B) Development and implementation of the measurements of training of teachers.

(C) Provide support of techniques for School buildings and resources to the state government. (Section 7).

Did u know? Under Compulsory Education, free primary education will be provided to the children from 6 to 14 years of age?

- **State Government—**
  - (a) Will provide free and compulsory primary education.
  - (b) Will secure the availability of nearest school.
  - (c) It will also ensure that not a single child from the poor section of society will be deprived from primary education.
  - (d) Will provide basic facilities such as, Building, Teaching staff and learning equipments.
  - (e) Will ensure the admission, attendance and completion of primary education of each student.
  - (f) Will provide qualitative education.
  - (g) Training facilities for teachers (Section 8).
- **Local Authority/Administration—**
  - (a) Will provide free and compulsory education to every child.
  - (b) Have to keep the records of children of 14 years under its Jurisdiction.
  - (c) Will ensure the availability of nearest school.
  - (d) Will ensure the admission, attendance and completion of primary education of each student.
  - (e) Will determine the educational calendar, (section 9).
- **Duties of Parents or Guardian—**
  - (a) Provide primary education to their children in nearest School (section 10).
  - (b) Arrangement of pre-schooling of children before the age of 6 years (Section 11).

* **Duties of School and Teachers—**

- For achieving the objectives Act
  - ⇒ Schools will provide free and compulsory education to admitted children.
  - ⇒ 25 % of students will be of weak and deprived section (Section 12).
- No School or Person will take any kind of capitation fee for the admission of children and children and their parents can't be a subject for any kind of screening process. For the violation of this, a fine of 10 times of capitation fee will be charged as forfeit. (Section 13)

  Person/ school liable for the screening process of children will be charged a fine of Rs. 25,000/- at first time and thereafter Rs. 50,000/- for every screening as forfeit. (Section 13)
- No child can be suspended or expelled before completion of primary education (section 16).
- No child can be physically or mentally exploited and anyone engaged in violation of this amendment will be liable for administrative punishment according to the rules. (Section 17)

Notes

1. **Criterion for the Schools established after the effect of Article**

	Number of Students	*Number of Teachers*
(a) From class 1 to 5	Up to 60	2
	61 to 90	3
	91 to 120	4
	121 to 200	5
	more than 150	5 Teachers and 1 Principal
	more than 200	Student teacher ratio should not be more than 40 : 1
(b) From class 6 to 8		One teacher for each class and one teacher for following subjects—
		(*i*) Math and Science
		(*ii*) Social Studies
		(*iii*) Languages
	For 35	1
	more than 100	1 fulltime principal
		Prt time instructor for the following:
		(*i*) Art
		(*ii*) health and physical education
		(*iii*) Work education

2. **Building—**
   - (*i*) One room for each teacher
   - (*ii*) One Office room, one store room and one principal room.
   - (*iii*) Barrier free reaches.
   - (*iv*) Separate toilets for girls and boys.
   - (*v*) Clean drinking water for every student.
   - (*vi*) Kitchen for cooking the Mid-day meal.
   - (*vii*) Playground.
   - (*viii*) Boundary wall for safety of the school.
3. **Minimum Working Days—**Minimum days/hours in a Academic year:
   - (a) From class 1 to 5, 200 days and 800 hours in a Academic year.
   - (b) From class 6 to 8, 220 days and 1000 hours in a Academic year.
   - (c) Working hours for a teacher in a week - 45 hours including preparation time.
4. **Library—**Library of every School should have all the books of every subject with magazine, newspaper and story books.
5. **Sports and Athletics Equipments—**According to the requirement of class (Section-19)

- **Criterion for the Schools established before the effect of Article—**Schools will take necessary steps to achieve above measurements at their own expenses within 3 years of implementation

of this Act otherwise their legality will be expelled. The person who will run school even after cancellation of registration will be liable for a fine upto Rs. 1,00,000/- and in the case of continuous violation fine will be of Rs. 10,000/-per day (Section 19).

6. **Qualification of Teachers —** Only that person will be Teacher, who is acquiring qualification decided by Central Government or local Authority.

   Such teacher —

   ⇒ will be on time and.

   ⇒ will complete their syllabus on time.

   ⇒ will take parent teacher meeting regularly.

   For the violation of the above rules, such teacher will be liable for administrative action according their service rules (Section 23 & 24).

   Will be not engaged in other activities except disaster relief or activities related to elections (Section 27)

   No teacher will take private tuition (Section 28).

Task Express your views on Compulsory and Free Education.

Self Assessment

Multiple Choice Questions:

3. Still today there are so many villages without —

   (a) Schools (b) Hospital (c) Secretariat (d) None of these

4. Still today thousands of children are ..... in factories

   (a) Relaxing (b) Working (c) Protesting (d) None of these

5. Also made in private and government schools in this Act —

   (a) Changes (b) Differences (c) Compromises (d) None of these

6. According to the Act all children will be provided —

   (a) Free and Compulsory Education (b) Scholarship (c) Meal (d) None of these

14.3 Shortcomings and Suggestions of Act

This Act was passed with an objective to provide free and compulsory education. According to this, qualitative education will be provided to every child of age 6 to 14 years. But if we thoroughly analyze it there is doubt in success of this Act. In short following are the drawbacks and suggestions of the Act —

1. Shortage of classrooms in ratio with students, therefore schools are to be run in 2 or 3 sessions. Buildings of old schools are in ruined condition; which can cause big accident any time. Therefore, with increasing the number of schools old buildings should be renovated.
2. Still today there are so many villages having no school, therefore survey should be done and school should be established there.
3. Distance between School and residential area is the reason for achieving qualitative education, so schools should be establish at distinct areas and government should provide transport facilities in those areas.

4. Private schools have air conditioned class rooms, swimming pools and gymnastic rooms, where as government schools have lack of basic facilities, students of government schools can be seen as studying in the heat of sun and leaking roofs, this is presenting two different scenario of education in the country.
5. According to the Act a good library is established with some text-books and magazines, but considering modern education computer, internet etc. facilities are also important.
6. According to the Act more than 10% of teaching staff cannot be left vacant in any circumstance, but if 10% posts are vacant students will have to suffer, therefore to talk about qualitative education is just an imagination, because qualitative education needs qualified and capable teachers.
7. Pre-primary education was not part of the Act, whereas millions of children strictly require basic education.
8. Thousands of students have to work in dangerous/risky factories. There is no arrangement for rehabilitation and education of these children who are the future of country.
9. There is discrimination in private and government schools. Private Schools have to full fill the guidelines of the Act for recognition, whereas government schools are recognized automatically.
10. Act is silent about the education of disable children. Definition of disability is termed as it is in 'Disability of person Act 1995' for the education of disable children, which not complete the conditions under 'National Justice Act, 1999'.

It is to concern that appropriate and best Acts are made on various subjects in India but are not implemented effectively. It is difficult to say till what extent this Act can be implemented. It is a difficult job to avail schools at reasonable distance and providing teachers and other facilities to them. It requires immense finance and other resources. State governments always have a reason i.e. lack of money. Although Central Government is ready to bear 65% of expenses in this regard, but still how it is possible? Which government will do this? And till when? etc. questions are not answered anywhere. It is strictly require making some effective strategies and implementing them on time, so that positive results of the act can be seen immediately.

Self Assessment

State whether the following statements are True/False:

7. There are 200 working days and 800 hours in an academic year of class 1 to class 5.
8. From class 6 to class 8, there are 220 working days and 1000 hours in an academic year 9.
9. For teachers there are 45 working hours in a week including preparation hours.
10. Only those people are eligible to hold the post of teacher who does not have the qualification decided by central government and local authorities.

14.4 Summary

This Act is a commendable step in the field of education. It is the responsibility of all the democratic governments to provide education to deprived children. It is a step in accumulation of this. Rights are provided to the national and state commission under Act to ensure right to education of children. Local authorities are appointed to look after the complaints regarding children education. Primary education plays an important role in personality development of children. It is the only Act to affect the large population of children of the nation. Definitely it will proof worthwhile. With the cooperation of each and every citizen of the country, Act will successfully achieve expected objectives.

Notes

14.5 Keywords

1. **Shortcomings**—Drawbacks, Loopholes
2. **Compulsory**—Mandatory, Enforced

14.6 Review Questions

1. Describe opinion of court about compulsory and Free Education.
2. Describe constitutional provision about right to education.
3. Write a comment on "Right to free and compulsory education".
4. Write the shortcomings of "Free and compulsory education Act 2009".

Answers: Self Assessment

1. Act	2. School	3. (a)	4. (b)
5. (b)	6. (a)	7. True	8. True
9. True	10. False		

14.7 Further Readings

Books

1. Philosophical and Social Bases of Education—*Mathur, S.S., Vinod Pustak Mandir*
2. Philosophical Bases of Education—*Sharma, Yogendra Kumar, Madhulika Sharma*
3. Philosophical Bases of Education—*Sharma, O.P.*
4. Education and Psychology—*Measurement and Evaluation: Shashi Prabha*
5. Philosophical Bases of Education—*Pandey, Ramshakal*
6. Sociological Bases of Education—*Chaubey, S.P., International Books, Meerut*
7. Philosophical Bases of Education—*Sharma, Dr. N.K.*