

SELF LEARNING MATERIAL

M.A. EDUCATION

COURSE - EDU : 103

(1st Semester)

ADVANCED SOCIOLOGY OF EDUCATION

BLOCK : 1, 2, 3, 4 & 5

**Directorate of Open and Distance Learning
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Block-1:
Educational Sociology

Unit: 1:
Meaning, Nature and Scope.
Inter- Relationship between Sociology and Education.

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year 1837, when French Philosopher , Auguste Comte coined the word .The term sociology has been derived from two terms, i.e. *socius* and *logos*. The term '*socius*' is a Latin term that means 'companion or associate of society'. Again the term '*Logos*' is a Greek term, the meaning of which is 'science' or 'scientific study'. From this view point of its source of origin, sociology is a systematic or scientific study of the society.

Etymologically, the term 'Education" is traced to different sources of origin. According to one point of view, it has been originated from the Latin verb '*educare*' which means 'to bring up' or 'to nourish'. Education is also originated from the Latin word '*educere*' which means 'to lead out' or 'to draw out'. According to another view, the term 'education' derives from the Latin word '*educatum*' which means the 'act of teaching or training' Thus, education carried varied meaning. It refers to attainment of knowledge and experiences as well as development of skills, habits and attitudes, which help a person to lead a full and valuable life in this world. It is, actually, a process of training of the individual through various experiences of life.

Interpreting sociology and education separately, it is clear that both are related with society, social activity and social welfare. Both sociology and education are integrally and interdependently related to each other. The social significance of education led us to study a special branch of knowledge known as "Educational Sociology". Educational sociology is a branch of sociology which has come into existence as a synthesis between the terms "Education" and "Sociology". George Payne is regarded as the father of Educational sociology.

Educational Sociology is an applied branch of sociology that applies the sociological principles in the field of education. Thus, educational sociology studies all social processes and social interactions for social progress and welfare without which the problems of education cannot be solved.

Educational sociology is a branch of Sociology that bears

whole process of education, for example, aims and objectives, subject matter and activities, methods of social organization, teaching and measurement, discipline etc.

Thus, to sum up, we can define 'Educational Sociology' as a systematic study of social activities, social processes, human groups, social institutions and agencies which fulfills the requirements of education. Thus, educational sociology lays down processes for the healthy development of individuals through the aspects of education, for example, aims, curriculum, methods of teaching and evaluation, discipline etc.

1.3 Nature of Educational Sociology:

Nature of educational sociology means the characteristics, basic qualities, functions, scope of educational sociology etc. You are already well acquainted with the concept of educational sociology. Now, let us try to understand the nature of educational sociology with the help of the following points:

1. Educational sociology is the sociological analysis which analyzes the social activities, social processes, human groups, social institutions, educational institutions and educational processes.
2. Educational sociology studies different social problems and issues and suggests remedial measures.
3. It is the study of culture, process of cultural growth and role of education in preservation, transmission and enrichment of culture.
4. Educational sociology applies the general principles and findings of sociology in the field of education for the balanced development of individuals and society.
5. Educational sociology studies the social interaction and its effect on education system.
6. Educational sociology is the study of the relationship between educational institutions and other social institutions.

.....
iii. What is meant by educational sociology?
.....
.....
.....

1.4 Scope of Educational Sociology:

The scope of educational sociology means the extent of the area that educational sociology deals with. Following discussion will clearly show the scope of educational sociology –

- Educational Sociology is concerned with some general concepts, for example, society, culture, cultural lag, process of cultural growth, community, class, environment, socialization, accommodation, assimilation, social status, social mobility and so forth.
- It is further involved in the discussion of social force, social change, cultural change, various problems of role structure, role analysis, role expectation in relation to the total social system, educational institution as the micro society etc.
- Educational sociology analyses the educational condition in various geographical and ethnological backgrounds, e.g. educational situations in rural, urban, hilly, plain and tribal areas, in different parts of the country/world, with the background of different religions, languages, races, cultures etc.
- It helps us to understand the effect of various social agencies, for example, family, educational institution etc. on the personality development of the students.
- Educational sociology provides an understanding of the problems, such as racism, communalism, gender discrimination, social stratification etc.
- It suggests ways to develop emotional integration, national

1.5 Interrelationship between Sociology and Education :

We have already interpreted sociology and education separately. Now, you may have clear understanding that both education and sociology are related with society, social activity and social welfare. In fact, sociology and education are integrally and interdependently related to each other. Sociology is the study of the society and education is a social process continuing in the society. You will be able to understand the interrelationship between education and sociology more clearly from the following discussion-

- Education is a social process. As a social process education helps to develop all the capabilities of the individual that help to bring changes in the social life. For example, education helps in bringing about changes in the social behaviour of individuals of the society. Education helps to develop the physical and mental capabilities of the individual and provides detailed knowledge about the value system of social life. With the help of these they can bring changes to the social life. Thus, education and sociology are interrelated.
- Sociology studies about social stratification in the society based on caste, colour, sex, creed, religion, language etc. Education helps to reduce the gap among various sections of people living together in the society. It also works to promote the equilibrium status of the society. It also proves the intimate relationship between education and sociology.
- As an important social process, education reflects the ideologies of social lives. Education helps to bring vibrant changes towards the social life. Society also helps the process of education to function for the welfare of individual and development of culture and civilization. Thus, the scope of education and sociology are complementary to each other.
- Every society with its own changing socio-cultural-economic requirements wants an education system to meet its needs and

desirable changes to the social structure, value-orientation, motivation, achievements and aspirations of the people. Education also enables them to adopt the inventions of science and technology. Therefore, the process of modernization is closely related to the pace of educational development. The spread of education, the preparation of skilled and trained citizens definitely promote modernization of the society.

- Sociology studies about unity in diversity in the society. Besides strengthening the society in different spheres, education has also the responsibility to integrate the nation. It is needless to mention that education is a potent factor to promote emotional and national integration. It is through education that the attitude, habits and mental outlook of the individual take a definite shape. It reduces the mental gap and inequalities in the society. Educated people are rational, scientific and open minded. All these help in promotion of emotional and national integration.
- Sociology determines various aspects of education. For example, aims of education, curriculum, methods of teaching, role of the teacher, discipline etc. are largely influenced by the society or sociological principles. Social aim of education, curriculum according to social necessity and demands, role expectation and role determination of the teacher by the society, discipline on the basis of social norms etc. are determined by the principles of sociology.

To sum up the discussion on the relationship between education and sociology, we can say that education and sociology are closely related and complementary to each other. Sociology is the study about the society and Education is a social process continuing in the society. It should fulfill the needs, ideals, demands and aspirations of the society. Education should develop social qualities and social feelings in children so that they are able to discharge efficiently their duties and enjoy their rights.

1.6 Lets sum up:

Now, you may have the proper understanding about the meaning, nature and scope of educational sociology along with the interrelation between sociology and education. To conclude, we can say that education is an activity or process which goes on in a society. As the name indicates, educational sociology is the study of educational institutions and processes. It may be defined as the study of education from the sociological view point. The aims, curriculum, methods of education etc. depend on the nature of the society in which it takes place. It is the study of the inter-relationship between education and social system. The scope of educational sociology is very broad and comprehensive. It centers on the study of social institutions and their role in education. It includes the inter-relationships of education with family, social stratification, interactional relations within the educational system etc. Though, education and sociology are two separate subjects but they are inseparably linked with each other. In fact, both education and sociology deals with the problems and issues of society and individual life and associated with growth and development of individual in particular and society as a whole.

1.7 Key Words:

Society: Society is the composed whole of individuals living together.

Value: Norm or standard which influences the choice, outlook and actions of a person.

Culture: Complex whole of beliefs, norms, values, art, morals, laws, customs etc.in a society.

1.8 Suggested reading and references:

1. Bhattacharya, S., *Sociological Foundation of Education*,

- (ii) Educational sociology studies the social interaction within the educational system for example, interaction between- teacher and administrator, teacher and teacher, student and student.
- (iii) Sociology determines various aspects of education including aims of education, curriculum, methods of teaching, role of the teacher, discipline etc.

1.10 Model Questions:

1. Discuss the nature of educational sociology.
2. Analyse the inter-relationship between sociology and education.

2.0 : Objectives :

After going through this unit you will be able to

- 1) Explain the concept and approaches of theories of educational theories.
- 2) Explain the conflict theory and its application in education.
- 3) Analyse critically the conflict and consensus theory.
- 4) Explain the consensus theory and its application in education.
- 5) Differentiate between the conflict and the consensus theory.
- 6) Justify that unity is a quality which unites groups of other society.
- 7) Try to make unified society.

2.1 Introduction :

You have already learnt the concept of nature and scope of sociology of Education in the first unit. The interrelationship between education and sociology had also been discussed in the unit. Sociological thoughts are based on certain sound theories. These theories are equally applicable to educational sociology. In this unit we will discuss theories of educational sociology viz. conflict and consensus theories.

2.2 Concept of Meaning of Theory :

We know that there is no definite time to know from when people began to think about and develop theories. However, ancient social thought is of little importance in understanding contemporary social theories. Although the broad spectrum of social theories touches on all aspects of behaviour, personality and social progresses and institution. Only small and relatively recent portion of it is essentially sociological in form and substance. Further more, even though the Greeks had philosophical theories about society, these have had little direct influence on sociological theory for the Greeks did not engage in scientific, empirical research. These philosophers assumed that intelligent observes could learn about the nature of reality simply by thinking and by talking with other individuals about it. They created on ideal type of society and called upon it to conform to the ideals. Consequently, it is safe to say that the roots of sociological theory do not lie with the ancient Greek philosophers.

- a) All of the better sociological writings of the older vintage which could more appropriately be termed as “Sociological classics” that is, the great works of the founding fathers of sociology.
- b) A commentary on sociological writings usually from a historical perspective, facing continuities in the accumulation of knowledge through development and re-interpretations.

2.3 Theories of Sociology :

In the following sections we would discuss the conflict and consensus theories in details.

You can understand that a perfect social includes the following :

- a) A society which grows only to the extent that it can be well governed.
- b) A society in which every person is equal to his occupation and no one is committed to another’s function.
- c) Society and individuals have the same goals.
- d) All members of the society have an equal voice.
- e) No single member is above the law and further no individual is able to dictate to the state that it must recognized individual superiority of power.
- f) Society is free from the threat of conquest by other societies and should not attempt to gain control of others.
- g) As society grows, magistrates will run it but their power will be limited.

Structural functionalism has established itself as a dominant mode of sociological analysis, conflict theory is still in its infantile stage. As a matter of fact there is not such thing as the conflict theory of sociology, rather there are several conflict theories which seek to explain specific aspects of social phenomena. However we witness man attempts in contemporary sociology to develop a unified conflict mode of sociological analysis to match the theory of structural functionalism, although the sociological conflict theory were laid by ancient philosophers.

control of a disproportionate share of society's resources actively defined their advantages. The masses are not bound to society by their shared values, but by coercion at the hands of those in power. This perspective emphasizes social control, not consensus and conformity. Groups and individuals advance their own interests, struggling over control of societal resources. Those with more resources exercise power over others with inequality and power struggles resulting. There is great attention paid to class, race and gender in this perspective because they are seen as the ground of the most pertinent and enduring struggle in society. Conflict perspective focuses on the negative, conflicted and ever-changing nature of society. Unlike functionalists who defined the status quo, avoid social changes and believe people cooperate to effect social order, conflict theories challenge the status quo, encourage social change and believe rich and powerful people force social order on the poor and the weak.

America's sociologists in the 1940s and 1950s generally ignored the conflict perspective in favour of the functionalist. The tumultuous 1960s saw American sociologists giving considerable interest in conflict theory. They also expanded Marx's idea that the key conflict in society is strictly economic. Today conflict theories find social conflict between groups in which the potential for inequality exists racial, gender, religious, political, economic and so on. Conflict theories note that unequal groups usually have conflicting values and agendas, causing them to compete against one another. This constant competition between groups forms the basis for the ever-changing nature of society. Critics of the conflict perspective point to its overly negative view of society. The theory ultimately attributes humanitarian efforts, democracy, civil rights and other positive aspects of society to capitalistic design to control the masses, not to inherent interests in preserving society and social order.

Conflict theory suggests that human behaviour in social contexts

order at all time.

iv) According to Marx, Mosea and Mill wealth, power prestige are sources of conflict in the society.

v) Technological revolution, environmental crisis generation gap, automation, new value orientation and the break up in the normative structure of the society are also sources of conflict.

vi) Cultural exchange and conflict of ideology are some other sources of conflict.

vii) According to Dahrendor :The authority structure is the structure of the conflict”.

viii) According to Karl Marx, existence of different social class is the conflict and due to this conflict changes occur in the society.

ix) According to Mosea, “power struggle in politics is the source of conflict because the ruling party of the society constantly tries to keep political power in their hands.”

x) Whereas functionalism believe in social structure as a form of organization having interrelated elements at the same time conflict theory believe conflict or struggle between the elements of the society.

2.4.2 Characteristics of conflict theory :

- i) The theory explains the causes of conflict occurring in the sense of values nourished by the upper and lower classes of people in the society.
- ii) It may remain in the latent stage or otherwise.
- iii) The imbalanced distribution of resources in one of its characteristics.
- iv) According to this theory there exists in our society two classes of people i.e. upper class and the lower class.
- v) The conflict that grows out of the inner values becomes more serious.
- vi) At the time of conflict when an individual or a group gets emotionally in value, then such involvement gets reflected in the main values.

benefits derived from conflicts which we can say are the merits of this theory.

- 1) Conflict having the way for new creations and discoveries obstructs stratification of the social process.
- 2) It creates a sense of competition among the social groups and make the pace of social change speedier.
- 3) It creates a sense of unity and solidarity among the competing groups.
- 4) Conflict sets new norms and organizations in the society.
- 5) It organizes new social systems and recognize new social order.
- 6) Conflict makes social system more flexible.
- 7) The system justifies the changes system.
- 8) It brings about important of the technical skill and expertise.
- 9) Conflict makes the social stable.
- 10) Conflict acts as a binding force between two groups.

Demerits :

- 1) Conflict theory is against the democratic principle
- 2) Conflict causes enmity between two classes or groups.
- 3) Conflict spreads the germ of anarchy.
- 4) Conflict brings with it the germ of social disorganization and destruction.
- 5) As a result of conflict the economic progress of a society generally gets hampered.
- 6) It makes the social, political and educational system stagnant.
- 7) As a result of conflict the society suffers from disunity and disorder, chaos etc.
- 8) Conflict makes various parties, groups, organization more and more self-interested as a result of which these suffers from the lack of unity.

progress and preservation of the status quo. It is antagonistic to the conflict theory, which serves as a sociological argument for modifying the status quo or for its total reversal. In consensus theory, the rules are seen as integrative, and whoever does not respect them are deviant and person. Under conflict theory, the rules are seen as coercive and who transgresses them is considered oppressive and wrong.

According to some sociologists society has two faces—the face of consensus and the face of conflict. Further, they emphasized that sociological theory should be divided into two parts between the consensus theory and the conflict theory. The consensus theory are considered to be focused on the social order based on a tacit argument. They view the social change as occurring in a slow and orderly fashion and considered shared norms and values as fundamental factors towards society.

Consensus is a concept in society in which there is a belief that the absence of conflict means the equilibrium state that is based upon widespread agreement of all of the members of the society itself. It is being considered in these theories that the social order in society should be maintained based upon the accepted norms, values, rules or regulations that we accepted by the society in general.

On the other hand, we have already found the conflict theory emphasized that the order in society are based upon the manipulation and control of any dominant group. It looks upon the struggle occurring between the powerful groups and the weaker groups. The further look upon the possibilities in which education contributes upon the unequal distribution of wealth and opportunity in the society in which the dominant groups remains at the top. The conflict theorists looks upon the issues in which education plays a role in maintaining the social position of any dominant group against the subordinate groups.

2.5.2 Basic Principles of Consensus Theory : When we discuss the consensus theory we come across some basic principles which are as follows –

- i) The society is a composed whole of many parts.
- ii) These parts are interdependent but distinct and complimentary to each other.
- iii) For the survival of the whole the parts have to perform some function.
- iv) The parts of the whole believe in equilibrium or balance.
- v) If any one part is disturbed then another part should want to keep equilibrium.
- vi) Consensus theory believes in same common sets or perceptions, attitudes and values so that the society can survive.
- vii) They stress on those beliefs and interest that are common to all and pay little emphasis to those which differ.
- viii) At least some changes are necessary in the society but it must be constructive.
- ix) To attain consensus in the society socialization is necessary.
- x) The individual of the society must be dedicated and should subordinate their personal feelings for the welfare of the society.

2.5.3 Characteristics of Consensus Theory :

The main characteristics of consensus theory are —

- i) Consensus theory includes social unity and collective consciousness.
- ii) To established unity there must be unity of feelings among the members of the community.
- iii) There must be unity of India among the members of all corners of the society.
- iv) There must be common moral behaviour among the members of the community.
- v) Consensus theory is not a concrete manifestation. It is only an abstract concept. It cannot be measured.

- 6) Consensus theory also helps in developing the morality and value consciousness among the members of the society.
- 7) It inspires to live untidily and to live in harmony.
- 8) This theory is essential for the establishment of health society because it is an attempt at the process of socialization.
- 9) The application of the consensus theory is most essential for the present situation of our society.

Demerits : Some demerits of consensus theory are—

- 1) This theory discourages any type of competition among the groups as well as the member of the society.
- 2) Desirable development is not seen in this theory.
- 3) This theory causes very slow social growth or development.
- 4) Here the social reformation rate becomes very slow.
- 5) In this theory there is a scope of social conflict as it is based on willingness of the members of the society.
- 6) It is very difficult to maintain social consciousness in this mechanical age.
- 7) As the inner side of the unity of idea is not visible, therefore, there is a possibility that if the social unity is destroyed, then the entire social structure and discipline will be hampered.

Check your progress :

- 1) In what ways consensus theory helps us in development process.
- 2) “Consensus is achieved through socialization” yes or no.
- 3) “Conflict and Consensus theories are opposite to one another”, Yes or No.

Let us sum up :

2.5.6 From the above discussion we can say that inspite of some limitations every theory has some significant role in the society as well as in education. These theories are very essential and important for social equality and social balance. A person or a society could

Conflict – violent collision, a contest

Consensus – mutual consent, agreement in opinion

WLO – world Labour Organisation

WHO – World Health Organisation

UNICEF – United Nations International Children Educational Fund

Reference :

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Probable answers to the CYP-1

- A society which grows only to the extent that it can be well governed.
- A society in which every person is equal to his occupation and no one is committed to another’s function
- No single member is above the law and futher no individual is able to dictate to the state.

2. Yes

Block II

Unit-1

Concept of culture, progress of cultural growth

Structure

1.0 Objectives.

1.1 Introduction.

1.2 Meaning of culture

Check your progress

1.3 Types and forms of culture

1.4 Characteristics of culture

Check your progress

1.5 Meaning of cultural growth

Check your progress

1.6 Theories of cultural growth

1.6.1 Theory of cultural evolution

1.6.2 Theory of diffusion of Culture

1.7 Various process responsible for cultural growth

Check your progress

1.8 A summary of cultural growth in India

Check your progress

1.9 Let us sum up

- **Keywords**
- **References**
- **Probable answers to the CYPs**
- **Model Questions.**

one may be called “cultured” when an individual is educated and “uncultured” when an individual lacks or is devoid of education. Although, the term “culture” has been interpreted in various ways but in sociology the meaning of culture is quite different and broad-based.

From the subject of sociology, culture means all the achievements or activities of group life that has been acquired or developed by man because of his various inter-actions, experience and roles in his environment.

Very often and popular quoted definition of culture are underlined below :

1) According to Edward B. Tylor "Culture is that complex whole which includes knowledge, belief, art, morals, law, custom and any other capabilities and habits acquired by man as a member of society”.

2) According to **B. Malinowski**, “Culture is the cumulative creation of man”.

To sum up, both these definitions have made it clear that culture has not been formed or discovered in a single day or single night. We must all therefore agree that culture is a collection of or accumulation of man’s customs, traditions, usages, arts, morals, laws and other capabilities or forms that has made a powerful influence upon the behaviour of every man. Thus, culture is the life-line of every society.

<p>Check your progress</p> <p>Q.1. What is culture ?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>Q.2. Has culture given rise to civilization?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

individual or individuals. It often seen that the Muslims and Christians observe the rites of burial by placing the dead body under the ground. On the other hand, the Hindus perform the rites of burial by burning the dead on a pyre. So, whatever religion or community an individual may belong, every one has to observe rituals for the dead in one way or the other.

b) Special form : The special form of culture means those things which are adopted by a particular section or sect of a society. In special form of culture, culture varies from man to man, society to society and from community to community. Language as an element of culture has its own speciality, uniqueness and distinctness. It is always true that every language is a highly intricate and subtle instrument of thought, communication and expression among and between the members of a community or society. But the underlying meaning, patterns, pronunciation, syntax differs from community to community. Therefore, some cultural elements like traditions, languages, rites and rituals, customs etc. can be understood as having those characteristics which can be termed as special form of culture.

(c) Optional form of culture : In optional form, learning or adopting of culture takes place as a matter of choice of individuals. So, although many may not follow optional culture but it has also been observed that optional culture leads to cultural progress. In optional form of culture as a person mostly undergoes the process of accommodation or accumulation or assimilation of culture. We would often find that when any Indian migrates to a country like USA or UK he moulds himself into some social habits, language, customs etc. of the foreign or new country and thereby gains a wider knowledge in his learning and adjustment towards the adopted (of the foreign country) social environment. Consequently, when a person experiences and starts learning newer beliefs, morals, social laws and traditions, behaviours, disciplines, he can be included in the optional form of culture. All the treaties (social and cultural), exchange programmes, exchange of cultural delegations and such other arrangements and agreements are instances of optional culture. Thus,

him to survive well.

b) Culture is social :

Already learnt, culture is man made. So, whether it be tradition, customs, rituals or moral, every element of culture has been created by man for man and in order to maintain peace and harmony in the society.

c) Culture is continuous and cumulative :

Since ages, different activities of man has accumulated together to give shape to culture. So, the final outcome of such an accumulation resulted in the birth of civilization in different parts of the world. Such an effort for accumulation certainly had been a continuous and cumulative, otherwise no evolution of civilization would have been possible. In other words, when culture is said to be continuous and cumulative, it is also known as “Social heritage”.

d) Culture is Transmissive or communicative or inculcative :

In this sense, it means that culture is always transmitted through values, customs, artifacts etc. from one generation to next. Various sources such as the family, educational, religious, ethnic groups are involved in the transmission of culture. In this aspect, it is also worth to mention that culture is never transmitted through genes but by language, imitation and instruction.

e) Culture is gratifying : This means that culture plays a role that satisfies certain needs, desires, values, instincts and emotions of man. When various elements function to satisfy the needs or emotion of man, those elements of culture becomes life long and those which does not cease to exist. So, culture satisfies our biological as well as social needs.

f) Culture is idealistic : Culture has extended some standards or useful meanings to different physical objects and physiological acts that surrounds an individual. For example, an object like national flag is not only respected from social meaning but it is also of immense cultural value to a nation and it's people. Similarly

attempt. He divided a span of last 50,000 years of experience into 62 years “life-times” placing man currently in his 800th life-time.

Therefore, the following meaning may be given to the term “Cultural growth”. :

“it is a gradual and simultaneous effort of man to gain experiences, to create better ways of life, to foster human existence and to serve as a guiding link between the past and the present”.

Check your progress- 4

Q.1. State true or false :

- a) Cultural growth is a slow and gradual process.
- b) Alvin Toffler has placed man in his 800th life-time.
- c) There exists an exact date for cultural growth.

1.6 Theories of cultural growth :

Following theories are describe in order to improve one’s knowledge on the origin or gradual development of cultural growth :—

- a) Theory of cultural evolution.
- b) Theory of diffusion of culture.

1.6.1 Theory of cultural evolution :

— Evolutionary theories, pioneers like Morgan and Tylor devoted themselves to the study of the evolution of human society and culture.

The following are the features of this theory :—

a) In their study, they found that the psychic-make up of every man is same. So, culture, according to this theory grew up through evolution from simpler to complex and differentiated types of culture. This finally led to the emergence of local culture.

Morgan gave three stages of evolution of culture. They are the older period, a middle period and a later period.

The older period is referred to as the period of invention of pottery.

The middle period occurred with the domestication of plants and animals.

The later period arose with the dawn of civilization, invention of

- ii) Invention
- iii) Discovery
- iv) Accumulation
- v) Accommodation
- vi) Acceleration
- vi) Cross fertilization

Each of the process is described below :-

i) Diffusion :-

It means acquiring and imbibing culture in material and artifacts form from other societies. So, diffusion as a process leads to many cultural and social changes which ultimately results in the modernization of the society. Thorough diffusion the less advanced countries are benefited from the developed or advanced countries. George Murdock estimated that about 90% of the contents of every culture have been acquired from other societies. These are three forms of cultural diffusion :—

- a) Acculturation
- b) Transculturation
- c) Enculturation

a) Accumulation : It is that cultural change of an individual which occurs due to continuous and immediate contact with other culture. That is, the earlier cultural elements of an individual is substituted by the elements of new culture.

b) Transculturation : It helps in the exchange of cultural item for an individual through first hand contact or primary experience between two cultural items or elements.

c) Enculturations : The process that helps or allows an individual to learn the cultural elements of its society by observation and experiences. So it is more of self-involvement of the individual himself in knowing or learning culture.

ii) Invention : In the words of Horton and Hunt, an invention refers

viii) Cross-fertilization : — In this process, a conjunction of two cultures must be beneficial to both the societies. It means that this process has given way to mutual give and take of culture. Due to such a process, culture retains it's vitality and life.

Check your progress-6

Q.1. List the names of different process of cultural growth.

.....

.....

.....

.....

1.8 A summary of Cultural Growth in India :— If one needs to learn on the cultural growth in India, then one needs to turn back to it's history. During the period of Vedic culture or ancient cultural period, the people of the society were conscious and curious to establish a civilization through culture. So, even from the excavated works of Mohenjodaro and Harrapa civilization, there has been plenty of collections of information and evidences such as clay-models, pottery-works, the bronze and metal works, architecture. Also writing of scriptures, Vedas, Vedanta's, Upanishads, Mahabharata, Ramayana etc. throws ample light on the development of culture of our country.

After this, arose the Islamic period of cultural growth and it was marked by developments in painting, music, dance art and architecture in the courts and fortresses of kings. The common people served as artists, artisans or carpenters, sculptors, weavers etc. and added to the grandeur and richness of cultural wealth of India. But with the emergence of the British in India, a new dimension was added to our culture. The influence of Christianity and the activities of the missionaries led to the widespread of English traditions, customs and language etc. Thus, India became a country which reflects cultural growth in diverse forms and this had created the uniqueness and richness to our culture which is still prevalent and practiced by it's people. Infact, such an attempt has made our culture

true idea on the unity amongst diversities of the culture of our own country.

1.9.2 Keywords :

Sustain	: support, keep going over time or continuously.
Synonymity	: similarly.
Usages	: use of something
Multi -dimensions	: many-sided.
Relativity	: the state of being relative.
Transversing	: placed or extending across something.
Ethnicity	: the feeling and sharing of a common origin, culture or language of a group.
Arbitrary	: not seeming to be based on reason or plan.
Conclusion	: an ending
Grandeur	: large and impressive.

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Check your progress – 5

Ans to Q.1.

Evolutionary theories Morgan and Tylor are the main advocators of the theory of evolution of culture.

Ans 2 : Following features are stated on the theory of diffusion of culture:

i) Culture is not static. It is always changeable. So such a characteristics of culture leads to a wide mixtures and collection of many cultures which later on creates "Cultural complexes". This theory therefore states that cultural complexes that has developed over the years has diffused (or spread out) to various communities in the world.

ii) Diffusion of culture is a never ending process. It is always continuing.

iii) Different layers of diffusion leads to formation of cultural traits of a society.

Check your progress- 6

Ans.Q.1.

There are many process of cultural growth. Some of them are the following :—

- a) Diffusion
- b) Invention
- c) Discovery
- d) Accumulation
- e) Accommodation
- f) Acceleration
- g) Cross-fertilization

Check your progress –7

Ans. to Q.1.

Following are the two distinct characteristics of Indian culture.

- a) Indian culture has a hybrid(mixed) nature.
- b) Indian culture has its uniqueness in the sense that it has always

BLOCK 3

Unit 1

Social Economic and Technological Factors in Social change. Education as on Agency of Socialization

1.0 Objectives.

1.1 Introduction.

1.2 MEANING AND NATURE OF SOCIAL CHANGE

1.2.1 Meaning of Social Change.

1.2.2 Nature of Social Change.

1.2.3 Characteristics of Social Change.

Check Your Progress.

1.3 FACTORS OF SOCIAL CHANGE

1.3.1 Social factors of Social Change.

1.3.2 Economic factors of Social Change.

1.3.3 Technological factors of Social Change.

Check Your Progress.

1.4 MEANING OF SOCIALIZATION

1.4.1 What is Socialization?

1.4.2 Different process of Socialization.

1.4.3 Different Agencies of Socialization.

Check Your Progress.

1.5 Let us SUM UP

1.6 Keywords.

1.7 Suggested Reading.

1.8 Possible Answers to Check Your Progress.

1.9 References.

1.10 Model Question.

variation in or modification of any aspects of Social processes, Social interaction or Social Organisation? So, change as a term denotes a difference or alteration in anything observed over a period of time. By Social change, we may be defining alterations that occur in Social organisation, the structure and functions of Society.

Thus, Social change refers to certain alterations or modifications that take place in the life patterns of the people, e.g., Social processes, social interacting or Social organization.

H. J. Mazumder says Social change may be defined as a new fashion or mode either modifying or replacing the old in the operation of a society.

Society is composed of a vast and complex work of patterned human relationships in which all men participate. When human behavior is in the process of modification that is only another way of indicating that Society change is occurring human society is constituted of human beings.

Thus, from all the definitions mentioned above one can say that patterns of people, i.e., social change means the change of life style, change of Social rules and regulation changes of Social structure, change of culture etc.

1.2.2 Nature of Social Change

You have already known the meaning of Social change. Now we may go to the nature of Social change. Social change means that large numbers of persons are engaged in activities that differ from those which they or their immediate engaged in sometime before. We see that the life of a man and that of the society as a whole undergoes the process of change regularly. In fact, the changing pattern of the main factors responsible for the social

- ✓ Social change occurs as an essential law.
- ✓ Social change is related with human life.
- ✓ Social change usually means the modifications of old tradition.
- ✓ Social change is the results from different factors.
- ✓ Social change is dynamic process.

Social change is result of modernization.

Check your progress – 1

Note: a] Use the space given below for your answers.

b) Compare your answers with the one's given at the end of this unit.

1. What is meant by social change ?

Ans . _____

2. Mention two characteristics of social change.

Ans . _____

culture have philosophy of life of their own. This philosophy is different from the philosophy of other group. In fact change is the essential part of culture. It has correctly been said that it is the very nature of culture to undergo change. From generation to generation the cultural patterns change and they bring about the change in the society.

1.3.2 ECONOMIC FACTORS IN SOCIAL CHANGE

Education is an important mean of attaining social and economic prosperity. The economically prosperous nations have highly developed and enriching system of education and in the nations of highly educated people has a prosperous economic structure. In modern times almost all countries are forced to spend huge sum of money on their educational planning and on other hand economists also thinks about more expenditure on education as a sound investment for economic uplift next of the society.

Education is important for promoting the economic development of a nation. Because education develops the human resources and increases the productive efficiency of the labour force in all fields of production.

Again, setting up of industries and factories may change the economic life of a society and industrialization changes our life style.

In other words instead of producing goods directly education improves man power who are engaged in production and this improvement achieves higher and higher targets of growth and production in all areas and aspects of industrial development and economic prosperity. Thus, social change takes place in the

Check your progress - 2

Note: a] Use the space given below for your answers.

b) Compare your answers with the one's given at the end of this unit.

1. What are the factors of social change?

Ans . _____

2. Mention three of the technological factors responsible for social change in the society.

Ans . _____

1.4 MEANING OF SOCIALIZATION

1.4.1 What is Socialization?

In previous sub-Unit we have already discussed different factors of social change. Now, we are going to discuss what socialization is. Every society prescribes its own ways and means of giving, social training to its new born members so that they may develop their social qualities and personalities personalities. This social training is called socialization. Socialization therefore means, the process where by an individual becomes a functional

he lives in. The tendency to imitate is found mainly in children, but it becomes less as one matures. Imitation helps in the process of socialization

2. Suggestion: In simple words suggestion is acceptance of others views or opinions with conviction. Suggestion is a process of communicating information through language, gestures, pictures or some other similar medium. Suggestion is known as the important factor of socialization.
3. Identification:
During the early days a child differentiates between himself and the environment. He is not conscious of his natural reactions. But, as he grows up he can find the difference between each object and himself. The speed and area of identification increases with the growth in age. Through identification a child becomes socialized.
4. Language: Language is the means through which the personality of an individual is moulded as it is the medium of cultural transmission and social-interaction. The production of language is a continuous process. It is the mean through feelings are expressed and enable the members of a social group to interact with one another and one group with another. It leads to socialization of the child.

1.4.2 Different Processes of Socialization.

Now let us to discuss the different processes of Socialization.

Conflict: According to Gillin and Gillin, 'conflict', is a social process in which individuals or groups seek their ends by directly challenging the antagonist by violence or threat of violence. Like co-operation and competition conflict have occurred at all stages of civilization. According to Darwin the struggle for existence and survival of the fittest are the main causes of conflict. Clash of interests within groups between individuals, differences in moral norms, cultural traits and mal adjustment to Social changes have resulted in severe conflicts in the Society. Conflict is a fundamental human and social trait and just as harmony and associate are required for the formation of society, so also disharmony or conflict is also necessary for the emergence of new societies.

Accommodation: According to Mac Iver the term accommodation refers particularly to the process on which man attains a sense of harmony with his environment.

Following are the characteristics of accommodation:

1. It is universal and continuous process.
2. It is an unconscious activity.
3. It is a natural result of conflict.

Tolerance is a form of accommodation or it may be rationalization or even subordination. When the conflict between two groups is resolved by the conquest of one and subjugation of the other, the two groups become- accommodated so that the subjugated persons accept their inferior state and as the time passes the latter begins to accept their position.

socialization. Socialization is a continuous life long process which helps a child to become a useful member of the society in future. But Socialization cannot be left to mere accident. Rather there are certain agencies through which Socialization is facilitated.

A brief account of the Agencies is given below.

Family:

A child is born in to a family and so it is the first and foremost agent to socialize the child. The family is of strategic importance in Socialization. The child's language development takes place in the family and it also learns a number of social and civic virtues.

The parents are the ones to introduce to the culture of his group. It has been observed that the influence of the family is profound in cultivating good habits in the child. The family is a primary group in which the feeling is very intense and this helps in transmitting the family attitudes and sentiments. No other group satisfies the needs of the child as the family does. The intimate relationship between the child and the parents has great impact on the shaping of the child's abilities and capacities.

As he grows older he learns a number of socially desirable qualities namely love, sympathy, tolerance and co-operation etc. Not only this living in his family he gradually learns the ideals, values, beliefs, customs and traditions of the family directly or indirectly.

In short the Socialization of the child through wholesome interaction with the members of family goes on continually.

takes place in the child.

Religion:

Religion is an important factor in the society as it moulds our behaviour throughout beliefs and ways of life. Religion is one of the most influential forces of social life as it influences hope and faith in man. Religion inculcates in children the essential human and moral qualities like tolerance, courtesy, sympathy, equality, compassion, and others. This quality stimulates the spirit of service and sacrifice and forms the character of the child.

As the child interacts with children belonging to his own religion and people having faith in other religions, this interaction inculcates in him sympathy, co-operation, respect for the sentiments of others, fellow feeling and attitude of adjustment leading to Socialization in the true sense of the term.

State:

Another Agency of socialization is–State. The state makes laws for the people and lays modes of conduct as it is an authorization agency. People are penalized when they violate the laws of the state. The primary function of a state is maintenance of order in Society. It conserves and develops human capacities and regularizes human behaviour as it upholds the interests of the whole. Thus, socialization takes place with proper interference of the state.

Caste:

The main purpose of a caste is to socialize the child. It may be noted that each caste has its specific customs, traditions, achievements, cultural values and ideals of life different from those of others. Hence each caste tries to socialize the children according to its specific ideals, attitudes and values. This is the

Check your progress - 3

Note: a] Use the space given below for your answers.

b] Compare your answers with the one's given at the end of this unit.

1. What is meant by Socialization?

Ans . _____

2. Mention different factors of Socialization?

Ans . _____

3. What are the different agencies of Socialization?

Ans . _____

1.5 Let us sum up

We have learnt from this unit that Social change is the unchanged able law of society. Social change is a continuous

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1.8 Possible Answers to Check Your Progress.

Check your progress 1

1. Social change refers to certain alteration and modifications that takes place in the society i.e., Social process, Social interaction and Social Organization etc..
2. a) Social change is dynamic.
b) Social change is result of modernization.

Check your progress 2

1. There are some factors which influences Social change. These are Social, Economic and Technological factors.
2. Means transport and communication, industrialization, Space, Research and launching satellites.

Check your progress

1. Socialization is a process of making an individual Social.
2. There are different factors of Socialization. These are- Imitation, suggestion, identification, language
3. There are different agencies of Socialization. These

UNIT-II

Education and Social Mobility

Structure:

- 2.0.: OBJECTIVES
- 2.1: INTRODUCTION
- 2.2: THE MEANING OF SOCIAL MOBILITY
 - 2.2.1: Definitions of Social Mobility
 - 2.2.2: Forms of Social Mobility
 - *CHECKYOUR PROGRSS -1
 - 2.2.3: Factors Affecting Social Mobility
- 2.3: EDUCATION AND SOCIAL MOBILITY
 - *CHECKYOUR PROGRSS -2
- 2.4: CONCEPT OF MODERNIZATION
 - 2.4.1: Definitions of Modernization
 - 2.4.2: Some Important Features of Modernization:
 - 2.4.3: Dimension of Modernization.
- 2.5: EDUCATION AND MODERNIZATION :
 - 2.5.1: Role of Education in Modernization;
 - *CHECKYOUR PROGRSS -3

* LET'S SUM UP.

* KEY WORDS

* REFERENCES AND SUGGESTED READINGS

* ANSWER TO CHECK YOUR PROGRESS

* MODEL QUESTIONS

come down from superior to inferior position. Thus, people in one society continue to move up and down in the status scale. This movement is called “social mobility.” For Example: social status and economic standard of a person changes due to hard work or higher education or purely due to superior intellect. Better education and better service also help in changing the socially disadvantaged groups like women and the people belonging to scheduled castes, scheduled tribes or backward classes. On the other hand lack of better education and hard work has made rich people poor, thereby lowering the standard of living. Such type of changes which are observed in the social status, class, economic condition and standard of life of a person are called Social Mobility.

2.2.1: Definitions of Social Mobility:

Various thinkers and sociologists have talked about Social Mobility. Some of the notable among them are- P.A. Sorokin, S. Bogardus, Havighurst and Neugarten and Bogardas.

1. According to P.A. Sorokin: “By social mobility is meant any transition of an individual from one position to another in a constellation of social group and strata.”

2. According to S. Bogardus: “Social mobility is any change in social position, such as occupational changes where persons move up or down the occupational scale, or relation to office whereby a follower becomes a leader, or a leap from a low economic class to a high one, or vice-versa.”

3. According to Havighurst and Neugarten: “The term Social mobility means movement from one social position to another involving the consolidation of the various elements of the new social position, which includes occupations, income, type of

i) Occupational Mobility: Change from one occupation to another of the similar nature, conditions and circumstances is occupational mobility

ii) Religious Mobility: Change from one religious faith to another or conversion from one religion to another is religious mobility

iii) Political Mobility: Leaving one political party and joining another is party or political mobility.

iv) Family and Kinship Mobility: Marriage or remarriage, adoption of a child or divorce encourage this type of mobility.

v) Territorial Mobility: Leaving a particular territory by a group of people and entry into another territory is called territorial mobility. For example, groups of villagers seasonally migrate to towns for better living conditions.

vi) International Mobility: Many persons migrate from underdeveloped countries to developed and progressive countries of the world. This migration is called international mobility.

2. Vertical Social Mobility: Vertical social mobility means the relations involved in a transition of individuals from one social stratum to another. In a society all individual or all groups of persons are not equal. Some are higher and some are lower in social status. Achievement of higher or lower status or prestige by an individual or a group of person is called Vertical social mobility.

Sorokin has discussed the forms of vertical social mobility also as under—

1) Ascending Social Mobility: Ascending refers to the movement from lower to higher position. Hence, ascending mobility means the entry of persons from lower strata and prestige to higher status and prestige groups. Promotion of a

2.2.3: Factors Affecting Social Mobility:

There are various factors, which are responsible for social mobility.

1. Opportunity Factor: Opportunity structure or structure of society powerfully influences the process of social mobility. Societies are of two kinds—Closed societies and Open societies. Closed societies have a social structure based upon birth and heredity due to which individuals in such societies do not get opportunities for ascending and descending vertical social mobility.

2. Demographic Structure: Social mobility is closely connected with diffusion of population, its size and density. Birth rate and migration of village folks towards towns and cities are closely connected to social mobility. When people migrate to places of greater density of population, then persons of higher status gladly accept even manual jobs and thus local population rises higher status. After the attainment of independence, revolutionary progress has occurred in India in the fields of industry as well as agriculture. Thus, more and more people are migrating to cities and industrial centers from villages to take jobs in factories and mills. This has greatly promoted social mobility.

3. Economic Success: From economic point of view, there are three sections of society namely—a) Rich class, b) Middle class and c) Lower class. Out of these three classes, rich people receive greater respect and prestige. Hence, each individual irrespective of his group strives more and more to earn more and more money in order to achieve higher status and social prestige. This makes it clear that economic success influences social mobility from one group to another group.

4. Occupational Factor: Some occupations are associated with greater social status and prestige in comparison with others.

higher group.

10. Intelligence Factor: In the modern industrialized society, the person occupying the chair cannot always give the same chair to his son or daughter. Thus, there are changes in the social positions held from one generation to another generation and, thus, making the people mobile.

11. System of Transfers and Promotions: The system of transfers and promotions in both private and government organization also influences the social mobility.

12. Government Policies: The government policies of every country, directly or indirectly, determine the pattern of social mobility. For example in India the government's policy of reservation is also a major factor contributing for the social mobility of the scheduled castes, tribes and weaker section of the society.

2.3: EDUCATION AND SOCIAL MOBILITY:

As discussed earlier, education in the present day context is the most important and dynamic force in the life an individual, influencing his social development. It functions more as an agent of social change and mobility in social structure. It leads to economic development by providing ways and means to improve the standard of life. The positive attitude towards education leads to socio-economic mobility among the individuals and groups. That means, a person who is born in an agricultural family can, by means of education, become an administrator or any other government employee. Secondly, education leads to the changes in the lifestyles of people. It modifies the attitudes, habits, manners and their mode of social living. Thirdly, the education is responsible for inter-generational mobility among the individuals and group. Through inter-generational mobility, the social groups are able to maintain their status and the status of

social mobility.

4. Levels of Education: Schools, colleges and universities impart education of different levels. Any student, who is liable to receive education up to a particular level, obtains social status and prestige suited to that level.

5. Importance of College and University: Some Colleges and Universities have a higher recognition and greater academic rating among institutions of higher education. Students or teacher of such institutes of higher prestige get higher jobs easily in comparison with students receiving education in other institutions. Allahabad, Varanasi, Kolkata and some other universities in India together with Oxford and Cambridge Universities in England are famous for higher education.

6. Medium of Instruction: Medium of instruction in educational system can play a great role in bringing about mobility among the people of the society. One of the effects of adopting a regional language as a medium of instruction in schools and colleges is that it hinders, spatial mobility of students and teachers which is related to both horizontal and vertical social mobility.

7. Development of Latent Qualities: Education is the need of every person because development on it depends of man. It is education that reveals the latent qualities and potential of man and enables him to understand the ‘Self’ and the environment surrounding him.

Check Your Progress 2

Notes: a) Write your answer in the space given below:

b) Compare your answer with those given at the end of the unit.

1) What are the factors of social Mobility?

obstruct advancement. The transformation of such a society into one which is technologically oriented and scientifically planned is considered to be very necessary.

Modernization is a complex process that affects the whole society—its social, political and economic organizations. It is a process of transformation of a society from its backward framework to a forward looking and progressive one.

2.4.1: Definitions of Modernization:

Modernization is described as social change involving the elements of science and technology. The scientific and technological inventions have modernized societies in various countries.

According to **Smelser**, “Modernization refers to a complex set of changes that takes place almost in every part of society as it attempts to be industrialized. Modernization involves ongoing change in a society’s economic, political education, traditions and relation.”

Alatas opined , “Modernization is a process by which modern scientific knowledge is introduced in the society with the ultimate purpose of achieving a better and more satisfactory life in the broadest sense of the term as accepted by the society concerned.”

Rutow and Ward have said that the basic process in ‘Modernization is the application of modern science to human affairs.

Eisenstad says that ‘Modernization refers to both a) structural aspects of social organization, and b) socio-demographic aspects of societies.

M.N. Srinivas says that Modernization is normally used in the sense that it is good. He prefers to use to term ‘Westernization’ which characterizes the changes brought about in Indian society

by which the old social, economic and psychological elements are transformed and new social values of human conduct are set up. For Example

Westernization: The process of westernization in terms adoption of the western ideals in life, is almost potential force in social mobility, specially in the urban and industrial centres.

Sanskritization. Sanskritization is a process through which the lower castes imitate the traditions and cultural practices of the upper castes and sometimes even the nomenclature to push their case for a higher status in the society

2. **Social Differentiation:** Another feature of modernization is social differentiation. In this process there is increase in the complexity in social, political and economic activities and there is progress in the activities of individuals in various fields. Industrialization is a result of modernization. In politics the administrative complexity in the centre and local bodies is a characteristic of modernization is a way to democratization. As a result of modernization new trends in philosophy, religion, science and literature become visible. Briefly, an increase in modernization leads to an increase in social, economic, political and cultural fields, there is more differentiation in these.

3. **Structural Differentiation & Change:** Another characteristic of modernization is structural differentiation and continuous change. In the social and economic fields old organizations break up yielding place to new. For example, in politics new political parties emerge. The cottage industries are replaced by big industries.

4. **Urbanization:** The phenomena of urbanization and modernization are inter-linked; one leads to the other. Urbanization refers to the process of growth and expansion of

point there come into being three classes, namely, upper, middle and lower.

Some other features of modernization can be summarized as mentioned below:

1. Modernization brings Industrialization of economy, adopting a scientific technology in industry agriculture, dairy farming etc. to make them highly productive, increase in social mobility which includes occupational mobility. High proportion of working force employed in manufacturing and services as opposed to agriculture and fishing, spread of literacy and media participation in social matters, greater participation of common people in political affairs of the society, spread of scientific and technical education to develop one's capacity to adjust with the social transformation, A transition from ascribed to achieved status.

2.4.3: Dimensions of Modernization: Modernization is a process of socio-cultural transformation. It is a thorough going process of change involving values, norms, institutions and structures.

i) **Political Dimensions:** Political dimensions of modernization involves creation of a modern nation, state and the development of key institutions –political parties, bureaucratic structures, legislative bodies and a system of elections based on universal franchise and secret ballot.

ii) **Cultural Modernization:** Cultural modernization involves adherence to nationalistic ideology, belief in equality, freedom and humanism, a rational and scientific outlook.

iii) **Economic Modernization** involves industrialization accompanied with monetization of economy, increasing division of labor, use of management techniques and improved technology and the expansion of service sector.

is essential to the adaptation of technology of foreign origin to specific national needs which is possible through proper education..

3. Innovation and Technological Growth: Education brings the foundations of institutions and organizations which could, in time, assume responsibility for independent innovation and technological growth to the country's needs and problems.

4. National Consciousness: By providing ideological articulation education can promote the development of national consciousness and can help people see their needs and their problems in a national perspective. This can stimulate the creation of a national consensus at least on major issues.

5. Educated Elite: The educated elite provides a reference model to the masses, who, in imitation of the former, take the first steps away from tradition. Modernizing elites are almost always the products of modern or semi-modern school/university systems.

6. Problem-solving leadership: Scientists and technicians, management experts and administrators with the requisite knowledge and skills, can only be expected to emerge out of the educational system. Large-scale programmes of modernization demand specialists of several types at different levels, and look to the education system for a steady flow of technocrats, planners and managers to operate them.

Check your progress 3:

Note: a) Write your answer in the space given below:

b) Compare your answer with those given at the end of the unit.

1. What is meant by modernization?

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- d) Levels of education,
- e) Medium of instruction, f) Development of Latent qualities etc.

Answers to check from progress- 3

Ans to Q i) Modernization is a process of transformation of a traditional and backward society to a progressive and forward looking framework.

Ans to Q ii) Some of the important features of modernization are—

- a) Social modernization, b) Social differentiation, c) Structures differentiation and change, d) Urbanization, e) Modernization etc.

Model Questions

- 1) What is mean by social mobility.
- 2) What are the major types of social Mobility.
- 3) Briefly discuss education as a factor in social mobility.
- 4) What are the factors of social Mobility?
- 5) Highlight the role of education as a factor in social mobility.
- 6) What is meant by modernization?
- 7) Mention some important features of modernization.
- 8) Discuss the role of education in modernization.

3.0: OBJECTIVES:

After going through the unit you will be able to—

- * define the meaning of human resource development
- * explain the strategies for human resource development
- * analyse education as an instrument of Human Resource Development
- * understand the relationship between education and economic development.

3.1: INTRODUCTION

In your previous unit you have learnt about Social Mobility and have come to know about the aspects of Mobility including Modernization. In this unit we shall discuss various aspects of human resource development. The relationship between education and economic development has been discussed in detail.

3.2: THE CONCEPT OF HUMAN RESOURCE DEVELOPMENT (HRD):

The concept Human Resource Development refers to the process of inculcating knowledge, understanding, skills, abilities and competencies in the individual and thereby making him or enabling him to become productive, efficient and effective human resource. It is also said that-the term Human Resource Development is synonymous with education which means development of resources that lie dormant in the child. The child is born with immense possibilities-physical mental, emotional which require nourishing care for all round development. In simple word Human Resource Development is a process of transformation of raw human being into fit, finished, creative, constructive, intelligent, talented, competitive and productive human resource.

The most important indicators of human resource development fall into two general categories: those which measure a country's stock of human capital and those which measure the gross or net additions to the period. The stock of human capital indicates the level of human resource development achieved by a country. The rate of human capital formation indicates its rate of improvements. The term Human Capital formation refers to the process of acquiring and increasing number of persons who have the skills, education and experience which are critical for the economic & political development of a country. Human Capital formation thus associated development is man and his development as a creative and productive resource.

Knowledge of language and social science, Technical knowledge of occupations, career information.etc, divergent and convergent thinking, logical, vision and imagination, problem solving, creativity and innovation, organisational managerial skills, high achievement motivation, sound value of— a) Hard work, b) Work ethnics, c) Democratic Cooperation, d) Scientific temper and world view, e) Humansitic Values ,f) Absence of superstitions Dogma etc are the main aspects of human resource or human capital.

The ways of human capital formation may be-

1. Health facilities and services, 2. On the job training, 3. Formally organize education at the elementary secondary and higher level, 4. Study programmes for adult that are not organized by found, including extension programme notable in agriculture, 5. Migration of individual and family to adjust to challenging job opportunities.

Following are the ideal indicators of stock of human capital for a country:

1. Levels of Education Attainment: On primary, secondary and

generate, disseminate, preserve, enrich and transmit the knowledge and technical knowledge. The acquisition of knowledge by human beings, through the educational process turns them into human capital. The human beings is like an uncut diamond; to make it a gem a lot of education and training is necessary. Education is the most crucial of the human resources. Educational institutions are the factories or industries of the human resources development. The quality, climate, activities, experiences; and culture of the educational institution (school/college/university) leave a permanent impression or mark on the human resources. The various types or levels of education like primary, secondary, higher, vocational, general, professional, technical, managerial etc. are the most significant determinant of the human resources. We can produce or develop value added human resources if there is apposite link between education and the world of work. The basic elements of quality human resources are scientific, skill-based, value-oriented, high-quality, practical, relevant, modern, advanced and accredited.

CHECK YOUR PROGRESS-I

Notes:

- a) Write our answer in the space given below:
- b) Compare your answer with those given at the end of the unit.

1. What is meant by human resource development?

education mainly deals with improvement of human resources. It is through education that a nation transmits and recreates its cultural heritage, strengthens its economy which leads to national development. Due to such immense importance that education has been enunciated as one of the fundamental human rights.

3.3.1: Role of Education in Human Resource Development:

Role of education in Human resource Development can be discussed as below:

- 1. The non-formal education and adult education:** The non-formal education and adult education, which is job-oriented, functional, skill-based, life-skill-based, positive Knowledge-Attitude Practice (KAP)-oriented, will enhance the quality and entrepreneurship of the human resources. For example, in India, the National Institute of Open Schooling (NIOS) and Indira Gandhi National Open University (IGNOU), etc. have launched very useful programmes and offering the educational opportunities at the door steps of the people. The programmes are beneficial for the housewives, working adults and learners from economically backward sections of the society. The beneficiaries of these programmes are serving the nation with various skills and capacities. The nationwide adult education programme is also contributing to the development of human resources in a significant way.
- 2. In-service Training:** The lack of current knowledge how is a negative ingredient of the human resource. Hence, in service training in modern knowledge, skills etc. is needed in order to keep the human resource up-to-date as well as advanced. The advancements through continuous research and development, advancement of

Education inculcates desirable values among individuals and thus, help in human resource development.

- 6. Education and Health Services:** Physical and mental health, services, life-saving drugs, telemedicine systems, first-aid systems as well as advanced medical aid, super specialty hospitals are the determinants of the quality of human resource. We know that education is the creation of sound mind in a sound body. A healthy individual with a sound body and mind, works for a longer period with efficiency and productivity and will have high lifelong earnings. Modernized health services will improve life expectancy, reduce infant mortality, reduce incidences of diseases and improve enjoyment of a healthy life. Education creates awareness among the individuals of the society regarding modern health facilities and thus helps in Human Resource Development.
- 7. Human Rights:** The complete availability of ‘Human Rights for all’ creates a congenial atmosphere for Human Resource Development. The protection and promotion of human rights in a country prompts the development of human resources. Education makes people conscious about human rights and duties.
- 8. Extra Curricular Activities:** The extra-curricular activities like- playing of games and sports, physical exercises and practice of Yoga (mediation) etc will enhance the value of human resource. So opportunities for these may be created by educational institutions and the society.

Guidance and Counselling: The advancement of science and technology, Information and Communication Technology (ICT), print and electronic media, and competition has created so much confusion that people, especially young generation, are in a

investment. Education always broadens the mental horizon and raises his standard of living. In today's social context, economics should determine our education system in such a way that it satisfies the people's economic demand and needs. An economically stable nation will always afford better educational facilities for the people and educated people will contribute greatly for the economic upliftment of the country. For the successful function of democracy, the two main conditions are economic betterment of the people and education.

Development of human resources through education and training is capable of bringing positive returns to the individual and community resources. That is why, expenditure in education is productive in the sense that it pays back and leads to acceleration of economic growth. Economic contribution of education could be interpreted in terms of human capital through education. Education improves man-power engaged in production. This improvement achieves higher and higher targets of growth and production in all areas and aspects of industrial development and economic prosperity.

Japan has been able to make very rapid economic progress in the twentieth century, in spite of her late arrival in the fields, large density of population and paucity of natural resources. The explanation may be found-at least partly in the fact that she has been stepping up her public expenditure on education since World War II. Compared to Mexico and Brazil (rich in natural resources) Denmark and Switzerland (low in natural resource) have higher per capita income because of the effective system of education in the latter. By spending more than half of the national wealth on education USA has attained great heights of economic prosperity in return. The economic progress of Netherlands is also due to her educational patter. Thus economic prosperity of

4. According to Prof. Harvey Leibenstein—“Development implies the enhancement of an economy’s power to produce goods and services per capita, for such enhancement is the pre-requisite to raising levels of living” .

5. According to UNO —“Development concerns not only man’s material needs, but also the improvement of social conditions of his life. Development is therefore not only economic growth but plus changes-social, cultural and Institutional as well as economics.”

6. According to C.P. Kindleberger —“Economic development implies both more output and changes in technical and constitutional arrangement by which it is produced”.

7. According to Walter Krause —“Economic development refers to a process of economic growth within the economy, the central objective of the process being higher and raising real per-capita income for the economy”.

The National Policy on Education. 1986 has observed. “The country has reached a stage in its economic and technical development when a major effort must be made to derive the maximum benefit from the assets already created and to ensure that the fruits of change reach all sections. Education is the highway to that goal.”

In fact, Economic Development implies raising real per-capita income for the economy and progressive changes in the socio economic structure of a country.

3.4.2: Role of Education in Economic Development of a Nation:

The relationship between education and economic development is very close and this has been realized even by the

science and technology and of explosion of knowledge, educational development is that without which there can be no economic development.

Harbison and Meyers opined that education is both the seed and the flower of economic development. To sum up, the role of education in economic growth is as follows:

- 1. Production of material wealth:** According to Alfred Marshall, education makes a man 'more intelligent, more ready, more trustworthy in his ordinary work; it raises the tone of his life in working hours and out of working hours, it is thus an important means towards the production of material wealth. Education is now universally accepted as a very useful productive activity which promotes national prosperity and national welfare in various fields. Thus it produces material wealth.
- 2. Development of talents and virtues:** An accelerated and higher level of economic welfare depends on bringing about fundamental changes in both the mental outlook and technical knowledge and skills. An awakened mind, right knowledge, appropriate skills and desirable attitudes has the great influence on economic development. Conceived and imparted correctly, education produces these talents and virtues. It yields an automatic bonus in the 'growth process' and in the 'change process'. It releases the dynamism and forward flowing energy, which are the assets for a developing country. The constructive urges of man are through education. Better organizational skill and sharp inventiveness are the direct results of education. It aims at the harmonious development of 3 H's (head, hand and heart). This will produce integrated personalities, who are assets to the economic progress.

8. Education can provide job training.
9. Education can improve the standard of living
10. Education determines capital formation,
11. It supply of manpower is an essential factor for economic development,
12. Education is an incentive for economic development,
13. Education is an important source of economic growth in industrially advanced countries, 14. Education leads to greater production,
15. Education I leads to growth of new knowledge and skill,
16. Educational development leads to higher investment,
17. Education improves labour-intensive techniques,
18. Education helps in agricultural development which leads to economic development.

3.4.3: Steps need to be taken for economic development:

It has been explained above that in the economic development of a country human resources are more important than the natural resources. A number of steps need to be taken so as to make the educational system meaningful from the point of view of economic prosperity.

1. Job-Oriented Education:

Education must guarantee some sort of employment or self-employment to the individual. From this point of view, the present system of education, manufacturing graduates who hanker after white-collar jobs, is obsolete. It need to pleaded for taking up craft, cottage industries and agriculture as the chief

and colleges should hold such programmes in cooperation with employers, in factories, farms and other places of work.

3. Formal and general education should also be provided to workers through evening, part time and correspondence courses. Such a programme will add to the worker's skill and proficiency which will definitely lead to economic development.

3. Streamlining Expenditure on Education:

Economics explains certain principles on which we must base our educational expenditure. Two major principles are:

Firstly, there should be an optimum level of investment in education, as a good proportion of the national income. The plan and non-plan expenditure on education, the resources in public sector and the private sector need to be enhanced considerably.

Secondly, it should be determined as to what kind of education will yield maximum benefit. From this point of view, we shall have to change the introduce numerous vocational courses, strengthen teaching of science and technology, provide educational and vocational guidance and make education perfectly job-oriented. We may have to spend more on polytechniques , in industrial schools and colleges, agricultural courses, engineering courses, continuation education, correspondence courses, non-formal courses, on-the-job training courses (or inservice courses) and on courses of vocational rather than academic character. The future planning of educational expenditure will take economic side of the society more into consideration.

requirements of skilled workers and the reasons there of ; ii) There is need for finding the surplus of trained workers, and the reasons there of; ii) There is need for projecting for future, the needs of the country in each field of productive work; iv) Again, we shall have to plan the educational courses and vocational courses in such a manner that we do not have surplus or shortage of productive workers in any field, we are able to meet the exact requirements. There should be no unemployment or over-employment either amongst the educated or the uneducated. The human resources in the country are to be utilized in the best possible manner.

6. Population Education:

It was Malthus, a famous economist of the last century, who gave a signal warning about the rising rate of population growth, resulting in exhaustion of the natural resources. He pointed out that production of goods and other necessities of life may increase through the development of scientific means, but the increase can be only in arithmetic progression. Whereas population increases at geometric progression. His prophecy has come true. Today, there is acute shortage of goods etc., in the underdeveloped countries (including India) whereas their population during the present century has increased tremendously. Besides family planning campaign, there is need for educating the people, even the school students, to be population conscious. An educational programme has to be wide and varied. There is the need for primary education so that every child of school going age may receive compulsory education.

Others relevant steps that can be taken for economic development are mentioned below:

1. Formation of sound infrastructures.
2. Proper utilization of natural resources.

Check your progress: 3

Notes:

- a) Write our answer in the space given below:
- b) Compare your answer with those given at the end of the unit.

Q.1. What is meant by Economic Development?

Q.2. What are the role of education in economic development of a nation?

KEY WORDS:

Human Resource : Human Resource means skilled, productive, efficient and effective man power.

Economic Development: Economic Development implies progressive changes in the socio economic structure of a country.

Economic Growth: Economic Growth refers to increase over time in a country's real output of goods and services or appropriately product per capita.

Economic Underdevelopment: An underdeveloped country is characterized by a low level of per capita income, under utilised manpower and of unexploited natural resources.

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PROBABLE ANSWERS TO THE CHECK YOUR PROGRESS.

Ans: to Check your progress: 1

Ans: to Q.1

1. Human Resource Development is a process of inculcating knowledge, understanding, skills, abilities and competencies in the individual and thereby enabling him to become productive, efficient and effective human resource.

Ans: to Q.2.

The ideal indicators of stock of human capital for one country are-

1. Levels of Education Attainment
2. Ratio of High Level Occupants and Population
3. The Literacy Rate:

Ans: to Check your progress: 2

Ans: to Q.1

The significant roles of education in economic development are mentioned below:

1. Education determines capital formation.
2. It supply of manpower is an essential factor for economic development.

Block – IV
Unit –I : Democracy and Education
Education and Secularism

Contents :

1.0. Objectives

1.1. Introduction

1.2. Concept of Democracy

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1.2.3. Definition of Democracy

1.2.4. Impact of Democracy on Education

1.2.5. Application of Democratic Values in Theory and
Practice of Collocation.

1.5.1. Democracy and the Child

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1.5.3. Democracy and class room Environment.

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2.0. Education and Discipline

2.1. Concept, meaning and Definition of Secularism.

2.2. Secularism and Education

2.2.1 Secularism and aim of Education

2.2.2. Secularism and Curriculum:

2.2.3. Secularism and Method of Teaching:

2.2.4. Secularism and Test Book:

2.2.5. Conclusion:

3.0. To sum up:

- Reference

- Key work

- Check your progress (Answer)

1.2 CONCEPT OF DEMOCRACY :

Concept and meaning of democracy could be understood by two ways – i.e. (i) Early Concept of Democracy and (ii) Modern Concept of Democracy

1.2.1 Early Concept of Democracy:

In this section you will understand that the early concept of democracy is quite reverse to the democracy of our days.

The early concept of democracy is of Greek origin. To the ancient Greeks; democracy signified rule by the many or rule by the people. It is another way of saying “rule by the ignorant, or ‘dominance by the poor over the rich? This is why; democracy was not the subject of general approval. Historian Thucydides, Philosopher, Plato and Aristotle and playwright Aristophanes equally did not approve it. The word ‘democracy’ has a Greek origin, in the word ‘democratic’, which means the rule of the people. The achievement of democracy in ancient Athens, was too, not as impressive. The virtues of direct and participatory democracy were here offset, not only by the power of generals and demagogues; but more significantly by a citizenship so restrictively defined as to give it a wholly an unrepresentative character. This is how in 415 B.C. Alcibiades could describe democracy as a generally acknowledged folly”.

1.2.2 Modern Concept of Democracy :

Modern concept of democracy can be understood by two categories of thought. These two categories of thoughts are (i) political democracy and social democracy. Both the interpretations are the result of two world wars fought by the western power in the name of democracy. The English speaking countries; particularly America understood the term democracy as political democracy. This interpretation of democracy is based on the English tradition of tolerance and constitutional Government by popularly elected representatives. The Soviet Union and all communist countries understood the term democracy as the social democracy. This interpretation of democracy is based on a socialist economy and state monopoly.

about democracy. Here you need to think over the definition of democracy? Actually 'definition' and 'idea' about some thing indicates the some meaning, but there is a difference in connotation. However, you should keep in mind that; you need to keep in memory some of the noted definitions to serve your purpose.

We have already discussed you in the previous section that Alcibiades in 415 B.C defined democracy as "Generally acknowledged folly." According to this definition; democracy implies that, it is a approved foolishness. Plato and democratic rule.

The United Nations of the Atlantic Charter was signed in the year 1942, on 1st January; defined democracy as "a world based upon freedom, equality and Justice; a world in which all persons regardless of race, colour or creed may live in peace honour and dignity".

If you go to the historical development of democracy; you will find that above definition is a repetition of John Locke's idea about democracy; what he called as "natural right" and the "policy of toleranee"

According to Nicholas Ham "Democracy is "a synthesis of individual freedom and social compulsion. The only possible way of social progress is a combination of freedom with compulsion through a democratic legislation. The might of a democratic state to compel its citizens to conform to its laws; cannot be challenged, provided all liberties are safeguarded.

In relation to modern approach towards democracy from the political democratic approach; it was Abraham Lincoln who defined democracy as "democracy is a government of the people, by the people and for the people" This definition of democracy is based on equality and unity of people in a country who govern the state.

Up to this state of the development of democracy, the ideas flourished towards political democracy with a vulgarization of scientific democracy that was emphasized by Marx. At this juncture, I want to mention some important definitions of democracy which are basically representations or additions to Abraham Lincoln's idea of democracy.

development. Teachers should recognize the necessity of a child individually. For this purpose, teachers should consider the child's home condition, cultural background, psychological traits and temperamental characteristics and such other aspects related to the child.

1.5.2 Democracy and Aims of Education:

The school should cater the interest in the child by providing learning through activity interests and co-operation.

- Another aim of democratic education is to develop sound habit. Dewey says. All which the school can or need to do for children so far as their minds are concerned is to develop their ability to think. So the school should inculcate the ability of thinking habit.
- In Democratic educating the development of the social outlook is an essential objective. It includes social interests and attitudes, concern for one's fellow beings, sense of obligation to the group social understanding and the recognition as well as ability to solve social problems.
- An important aim in democratic principle is that the pupils should acquire mastery over facts and skills. These are to be useful in both the individual and social levels.
- To prepare a child as a democratic citizen is the most important aim of democratic education. The child must understand objectively the various social, economic and political.

1.5.3 Democracy and Curriculum :

Curriculum in democratic education should be designed to develop the child's attitude habits understanding and ability to live successfully. To achieve this purpose the curriculum should be flexible. The social elements are to be emphasized in curriculum. The subjects in the democratic curriculum should include craft, Agriculture, nature study mother tongue and other languages, Mathematic, Science, History, Geography, Civics, Hygiene, Art, Engineering, Technology, performing arts and many other innovative disciplines.

2.0 Education and Secularism :

In this section, I shall discuss the influence of secularism on education. True secularism is possible in a true democratic country. Jawahar Lal Nehru fought for establishing secularism in India in its true sense. Nehru always was against communalism. He once said “we should not be parochial and mean-minded. He tried to unify India through strengthening emotional integration which is a foundation of secularism.

Secularism is now a world wide accepted concept towards democratic living. Therefore, its significance on education is very much important. You need to read this section carefully and attentively.

2.1. Concept meaning and definition of Secularism :

According to the shorter Oxford Dictionary, secularism means the doctrine that morality should be based on solely in regard to the well-being of mankind in the present life to the exclusion of all consideration drawn from belief in God or in a future state.” Chambers dictionary defines, secularism as “the belief that the state moral education etc. should be independent of religion”. U.S. secularism means that the state and the church co-exist in the same human society without having to do anything with each other. The Indian concept of secularism only requires that there shall be no state religion and that the state shall treat all religions equally. It does not however, prevent the state from giving financial assistance to educational institutions sponsored by the church or other religious associations.

The Indian concept of secularism is different from that of England and West Europe. The main difference lies on the character of a society similarly Indian secularism is different from the U.S. secularism. According to Indian concept there is no state religion. But in the U.S. concept of secularism the state and the church co-exist. Thus the concept of secularism in different parts of the world are different from each other.

2.2. Secularism and Education :

In this section I shall discuss the impact of secularism on education. There is a vast influence of secularism on education. India's

the individual differences of his students. He should be able to teach the bright students as well as the backward ones. Generally in a secular democratic country, the method of teaching such as lecture method, discussion method, seminar method, self-study method group discussion method etc. are exercised. In such methods of teaching all the learners can participate in the teaching-learning process. The teacher and the taught both should be co-operative to each other. School environment and classroom setting are to be free. The facilities available in the school, like the library, reading room etc. have to be equally distributed.

The programmes of co-curricular activities need to be organized with a principle of wide variety gathering. In a country like India, where plural society existence is there co-curricular must include a wide range of activities. These programmes need to fulfil the physical mental intellectual moral cultural and emotional aspirations of the students. There should not be any restriction and discrimination in terms of participating in such programmes form various sections of students from various communities. To guide the participation by the students in such programmes; the teacher-guides are also to be selected from different caste and communities. All sorts of transparency needs to be maintained in the competitive programmes. Cultural programmes should be organized from all cultural groups who study in the school.

2.2.4 Secularism and the Book :

This section is a very important section. The total teaching learning process is guided by the text book which is prepared to equip the educative system of a country you need to carefully deal with this section.

Ours is a vast country both geographically and culturally ours is a plural society representing numerous cultural religious and linguistic groups. In such a country, maintaining the norms of conational and national integration is inevitably urgent. It is only the textbook through which the children are attempted to train up for a future society. It is a big question for as how adequately the textbook are written for a democratic and

10. In a textbook the term caste should not be mentioned in any part of the book.

2.2.5 Secularism and School Discipline :

Maintaining proper discipline in the school for secular training of the child is inevitable. In a formal setting of education, certain mode of discipline is essential with which unity and harmony could be established. Maintaining discipline is a very important task of formal education you may consider the following measure which may be adopted for maintaining discipline in a formal setting of education –

1. Discipline should not be imposed but it should have a implied character. It means that once a type of discipline is fixed it should be maintained with an approach and avoidance policy.
2. In determining the school uniform; symbolic or archetypal coloured cloth of any communal group should not be selected.
3. Discipline should be universal for all the students of the school. Teachers and students are to be guided to follow academic calendar time table and class routine.
4. Liberal approach should be followed concerning uniform of the students in some occasional programmes and normal programmes of the school.

3.0 To Sum-up:

The concept of democracy may be understood by two ways. Firstly, the early concept and secondly, the modern concept. The idea of democracy can be traced back to Plato. According to the early concept democracy is a rule of many and rule by the ignorant. The term democracy is derived from the Greek original word “Democratic” which implies that democracy is a rule by many people. Democratic ruling was disapproved at that time.

Modern democracy arose due to the two world wars fought by the western power on the name of democracy. Modern democracy may be under stood by two ways. Firstly, the political democracy based on British tradition and secondly, social democracy. The latter type of democracy is based on community ideology and emphasized that the

There is a difference in the practice of secularism in the U.S.A. Great Britain and India secularism in the U.S.A. means that the state and the church co-exist Indian secularism does not believe in the existence of state religion; on the other hand, England has an official church.

Impact of secularism on education has now become more and more significant. Democratizing of education has brought secularism nearer to education. Education is greatly influenced by secularism. Therefore every aspect of education must be considered from a secularistic point of view. The aim of education, construction of curriculums, method of discipline, method of teaching, writing of text book, need to be made from the secularistic view point. To flourish national and emotional integration, and to strengthen brother hood at national and international level we ought to establish true secularism in our country.

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Unit - II
Education for Socialistic Pattern of Society
Panchayat and Rural Development

1.0 Objectives

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2.2.1 Constitutional Provisions

2.2.2 Objective of the Socialistic Pattern of Society

2.2.3 Nature of Socialistic Pattern of Society

2.2.4 Sarvodaya Ideal

2.2.5 Characteristics of a Socialistic Society

2.3 Education for a Socialistic Pattern of Society

2.3.1. Full Employment and Education

2.3.2. Accumulation of National Wealth and Education

3. National Self-sufficiency and Education

4. Social and Economic Justice and Education

5. Decentralization of Economic and Political Powers and Education

6. Peaceful Democratic Revolution and Education

7. Development of the Backward Classes and Education

8. Role of Panchayati Raj in Rural Development

8.1 Concept of Panchayati Raj and Rural Development

8.2 Functions of Panchayats in Rural Development

8.3 Major Plans/Policies for Rural Development

9. Let us Sum Up

10. Key Words

11. Possible Answers to check your progress

12. Model Questions

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decentralization of political and economic power is necessary. Political decentralization can be achieved only through proper Education; Education has to train the rural people the civic responsibilities and powers in order that they may fulfill their obligations towards the local self government institutions.

The Panchayat system provides the local self government system in India. It carries the idea of decentralized political and economic power to the grass root level. It has adequately served the Government as agency for rural development.

2.2 Socialistic Pattern of Society:

As we mentioned earlier, Socialistic pattern developed as a protest against the injustice and exploitation of the poor masses. But, to understand the socialistic pattern you must understand the concept ***Socialism*** first. Socialism stands for the social or cooperative rights of the means of production. According to socialists the control of production and distribution must be in the hands of the mass people, not in the hand of some individuals. The pioneer of scientific socialism was Karl Marx. According to him, the workers or the proletariat (the masses) achieve increasing control of the instruments of production, they will overthrow the capitalist and the proprietor class. Socialism wants to establish a welfare state in order that every one makes get equal opportunity for development. It stands for individual liberty. It does not want to impose any measure which may be a hindrance to the individuals' freedom. In this respect it believes in democratic methods

India has not accepted Socialism directly. Nehru never accepted this notion. Rather he preferred and adopted the relatively ambiguous phrase a 'socialistic pattern' instead of 'socialism'. As India is a democratic country, the democratic socialism has been regarded as suitable for people of India. On the other hand Gandhiji considered democracy as the very foundation of a non-violent and Sarvodaya society. By Sarvodaya he meant rise of all or 'mass awakening'. The main aim of Sarvodaya is to free the individual

of great significance to the teachers and educational administrators as the constitutional provisions search for bring social insurgency in the country. The duty of a teacher or an educational administrator is to prepare the society according to the change of the society. He or she has to revise, rewrite and renovate the curriculum according to the changes already effected and the pattern of the emerging society. And it will be possible if the teacher or educational administrator has a clear grasp over the objectives, nature, features and contents of the socialistic pattern of society.

2.2.2 Objective of the Socialistic Pattern of Society:

The main objectives of Indian socialistic pattern are equality regarding politics, religion and economy of the country. A socialistic pattern of society aims at establishing social and economic order, based on equality of opportunity and on the social, economic and political justice. At the individual level, it also gives importance on to create new generations by full growth of the human personality. So, Indian socialistic pattern tries to build a society where individual refinement and social upliftment of the Indian mass goes hand in hand. They try to find to eliminate all the disability of the people on the basis of class, caste, economic conditions, religion, social or political status.

2.2.3 Nature of Socialistic Pattern of Society:

The democratic way of life emphasizes that in the society there should not be only political democracy but economic democracy as well. The economic democracy ensures that each individual is free to realize the aspirations of his own economic well-being. The socialistic pattern of society thus in its nature is essentially a class-less democratic society. In India, Nehru and to some extent Indira Gandhi, planned to demolish the classes not by force, but through deliberate and gradual

order that poverty may be banished.

- There should be no polarity in the society. Every one should get equal opportunity in social, economic and political spheres. All willing persons should be given employment according to need based wage.
- The process of changing the society into a socialistic mould should be gradual, peaceful, democratic and non-violent.
- The villages should be developed as community centers. For the prosperity of the rural people cottage and small industries should be encouraged.
- Equal distribution of production should be made. The distinction existing amongst various classes should be minimized.
- All the natural, material and geographical means of productions should be controlled by the entire nation on a whole. In a socialistic society powers and means should be decentralized to the maximum.

2.3 Education for a Socialistic Pattern of Society:

As we have already discussed, the ideals of a socialistic society in India consists of the basic ideas of the father of the nation Mahatma Gandhi, Vinoa Bhave and Jawaharlal Nehru as depicted in the Sarvodaya ideals. To achieve such a society it would be extremely necessary that a silent revolution is brought about in the social order so that all inequalities, injustices and distinctions are eradicated and a social climate is erected where justice, fair play, equality and right to lead a life free from want, misery and poverty are the recognized principles of greatest value.

The accomplishment of this task requires the assistance of education. Sriman Narayan opines that there are seven basic principles underlying a socialistic pattern of society. Now, we will discuss the

national wealth. Education has to play a great role in this regard. National wealth can not be build up by the group of illiterate masses. For this general education to a certain age and scientific and technical knowledge to the talented few are of extreme importance. The socialistic pattern that we have adopted does not allow us to snatch the wealth from the rich ones. Education has to equip the poor with resources to accumulate wealth. It has to create an ethical and moral atmosphere in the country where concentration of wealth in the hands of a few is discouraged but at the same time production for national wealth is encouraged.

2.3.3. National Self-sufficiency and Education:

To fulfill the ideals and aspirations of a socialistic society the nation must achieve self-sufficiency in production. If a nation dependent mostly on others and not self-sufficient, it cannot be a socialist society. In order to avoid this, education must train the citizens to produce the material goods for their own use. It has to train the work force of the country to produce goods that will fulfill the needs of the countrymen with sustainable utilization of the natural resources.

2.3.4. Social and Economic Justice and Education:

Social and economic justices are the two bedrocks on which the pillars of a socialist society are erected. In a socialistic society there is no disparity between two citizens on economic and social spheres. Education has to strive for creating the conditions for social and economic justice. It has to create an atmosphere where every one feels free of the prejudices of caste, creed and religion. These should not be hindrances in ones way towards individual upliftment. For these the doors of the educational institutions should be open for all. Proper education should create an atmosphere of mutual understanding and brotherhood.

permitted for establishment of the socialistic order. In India establishment of socialism is considered an evolutionary, peaceful process. People must incorporate themselves in the process and have to make certain self-sacrifices. Education is the only vehicle that can expedite the establishment of the socialistic ideals. It has to create a moral development among the citizens so that they can understand the value of self-sacrifice and prepare themselves for the same. The curriculum should be so designed that it promotes moral and ethical values. It should sharpen not only the mind but also sharpen the heart. Only then establishment of a socialistic society would be practical.

2.3.7. Development of the Backward Classes and Education:

Sriman Narayan describes the seventh principle of a socialistic society as '*Unto the last*'. This principle is in accordance with Mahatma Gandhi's ideal that the man at the last of the social ladder should be of the first concern. Thus to establish a true socialistic society those at the lowest level should be uplifted. Gandhiji himself tried to change the condition of the sweepers who up to that time was the most neglected class. Education can do much to the cause. It has a powerful influence on the development of the social -economic condition of the backward. Education can help them to have productive engagements. Moreover education can make them aware them of their rights and thus help them fight for these. The educated of the backward classes can spread the awareness among those left behind. Education should also inculcate among the advanced classes a realization of their duties towards the backward and downtrodden. They must be aware of the fact that the country can not advance towards development with a sizeable amount of its citizens left behind. The ideals of the socialism can only fulfilled when the society advances as a whole and education has much to do in this regard.

the term ‘Panchayat’ means assembly (Yat) or council of five (panch). Thus, literally Panchayati Raj means group of people from the community to govern. The vision of Mahatma Gandhi was Gram Swaraja. It means “village self-governance”. So, he advocated Panchayati Raj, a decentralized form of Government where each village is responsible for its own affairs, as the foundation of India’s political system.

Gandhiji the father of the nation, in 1946 had aptly remarked that the Indian Independence must begin at the bottom and every village ought to be a republic or panchayat having powers. Gandhiji’s dream has been transformed into reality with the introduction of the three-tier Panchayati Raj system to ensure peoples’ participation in rural reconstruction.

Recommendations of Balwant Rai Mehta Committee: This Committee was appointed by the Government of India in January 1957. The function of this committee was to examine the working of the Community Development Programme (1952) and the National Extension Service (1953) and to suggest measures for their better working. National Development Council (NDC) approved the recommendations of the committee in January 1958. This was the launching pad for Panchayati Raj Institutions throughout the country. The committee recommended the establishment of the scheme of ‘democratic decentralization’ which finally came to be known as Panchayati Raj. The committee suggested 3-tier Panchayati Raj system - Gram Panchayat at the village level, Panchayat Samiti at the block level, and Zila Parishad at the district level. This system was adopted by state governments during the 1950s and 60s, as laws were passed to establish Panchayat in various states. Provision for decentralization of powers and responsibilities to the Panchayats regarding the preparation of economic development plans and social justice were incorporated in the Amendment Act of 1992. This act was extended to Panchayats in the tribal areas of eight states, namely Andhra Pradesh, Gujarat, Himachal Pradesh, Maharashtra, Madhya Pradesh, Orissa and Rajasthan. Currently, the Panchayati Raj system exists in all the states except Nagaland, Meghalaya and Mizoram, and in all Union Territories

the rural infrastructure, improve income of rural infrastructure, improve income of rural households and delivery system pertaining to education health and safety mechanism, Poverty alleviation is a key component of rural development.

8.2 Functions of Panchayats in Rural Development:

The panchayats are entrusted with a number of functions to perform for rural development. It takes the initiative in rural development with many functions. Some of the most prominent functions of the panchayats in the relation to rural development are indicated below –

1. Agricultural Development: Till date our economy is an agricultural economy dependent on agricultural production. Almost all the people living in the rural areas are directly or indirectly engaged in agriculture. So the first step towards rural development is agricultural development and panchayats help in this by providing the farmers with agricultural equipments, subsidized fertilizer, seeds etc. through various schemes. Panchayats also provide financial assistance to the farmers.

2. Development of educational facilities: Education is the primary requisite for rural development. But in the rural areas educational facility is rather poor with lack of proper infrastructure. The panchayats facilitate the implementation of the state government as well as central government schemes for development of educational facilities.

3. Development of rural infrastructure: The panchayats serve as agency to carry out various schemes meant for development of rural infrastructure. It carries out operations like building and repairing of public amenities, buildings, public roads, drains, irrigation facilities etc. under its supervision.

4. Provision of pure drinking water and development of sanitation facilities: The panchayats should try to provide pure drinking water to the rural people as contaminated water can be considered the major cause of the poor health of the rural folk. Often the village people fall ill and epidemics breakout due to lack of sanitation facilities. The panchayats have to do much in this regard.

support services and other quality input such as assistance for strengthening of DRPA Administration, Panchayati Raj Institutions, training and Research, human resource development, development of voluntary action etc for the proper implementation of the programs. The major programmes of the department of Rural Development are Pradhan Mantri Gram Sadak Yojana (PMGSY), Rural Housing (RH), Snpoorna Gramin Rozgar Yojana (SGRY) and Swarnajayanti Gram Swarozgar Yojana (SGSY).

Government has taken up various specialized plans and policies for rural development. A few of the major plans are mentioned below –

8.3.1. Sarva Siksha Abhijan:

Sarva Siksha Abhijan Mission (SSA) is an effort to universalize Elementary Education by community ownership of the school system. It is a response to the demand for quality basic education all over the country. SSA is to provide useful and relevant elementary education for all children in the age group of 6 to 14. Initially the target year for the fulfillment of this objective was fixed as 2010. But it has been revised as that target was not achieved at time. The focus of the scheme is on elementary education of satisfactory quality with emphasis on education for life. There is also another goal to bridge social, regional and gender gaps, with the active participation of the community in the management of schools. Sarva Sikha Abhijan provides ample scope for teacher training with academic resource support in the form of Block Resource Centre and Cluster Resource Centers.

8.3.2. The Mahatma Gandhi National Rural Employment Guarantee Act:

The Mahatma Gandhi National Rural Employment Guarantee Act aims at enhancing the livelihood security of people in rural areas by guaranteeing hundred days of wage-employment in a financial year to a rural household whose adult members volunteer to do unskilled manual work. This scheme has been running successfully and has been

people living in rural areas of the country. The scheme was launched on April 1, 1999. By provisions of this scheme poor families living below the poverty line are organised into Self-help groups (SHG)s established with a mixture of government subsidy and credit from investment banks. The main aim of thus constituted SHGs was to help the poor families below the poverty line and concentrate on income generation through joint effort. The scheme seeks to uplift the poor through the process of social mobilization, their training and capacity building and provision of income generating assets. The SHG approach helps the poor to build their self-confidence through community action.

8.3.6. The Sampoorna Grameen Rozgar Yojana (SGRY):

This Yojana or scheme was launched by the Government of India on 25 September 2001 by merging the provisions of Employment Assurance Scheme (EAS) and Jawahar Gram Samridhi Yojana (JGSY). The primary objective of the Scheme is to provide additional and supplementary wage employment and thereby provide food, security and improve nutritional levels in all rural areas. The secondary objective is the creation of durable community, social and economic assets and infrastructural development in rural areas. Both these programmes have contributed a great deal towards alleviating rural poverty. The programme is being implemented through the Panchayati Raj institutions. The programme is self-targeting in nature and aims to provide employment and food to people in rural areas who lived below the poverty line.

8.3.7. Indira Awaas Yojana:

Indira Awaas Yojana is a social welfare programme run by the Government of India to provide housing for the rural poor in India. The Scheme was initiated as part of the Rural Landless Employment Guarantee Programme (RLEGP). Indira Awaas Yojana (IAY) was subsumed in Jawahar rojgar Yojana (JRY) in 1989 and it has been running as an independent scheme since 1996. The scheme was meant for the Scheduled Castes/Scheduled Tribes, freed bonded laborers, minorities and non-SC/ST rural households below the poverty line. From 1995-96 the scheme

of opportunities were ensured. Vinoba Bhave and Jawaharlal Nehru etc were followers of this concept.

The Indian Constitutional Provisions have great significance in guiding the Government in framing various policies as these provisions provide an outline of a socialistic pattern of society. A socialistic pattern of society aims at Political, Religious and Economic Equality.

Equality of opportunity in all aspects, avenues of full employment, control of the natural resources by the mass, devolution of the wealth, decentralization of economic and political power etc are necessary conditions for socialistic pattern of society. We have also discussed Sri Manu Narayan seven basic principles for a socialistic pattern of society.

You have also learnt about the roles and functions of Panchayati Raj institutions for rural development. Panchayati Raj, a decentralized form of Government where each village is responsible for its own affairs. Rural development is a broad, inclusive term which takes in its consideration socio-economic and political development of the rural areas. Government of India has taken many initiatives for rural development and so it has set up the Ministry of Rural Development. Government has taken up various specialized plans and policies for rural development where Panchayat acts as an instrument or mean to implement it.

10. Key Words:

Socialism – An economic system characterized by social ownership of the means of production and co-operative management of the economy.

Sarvodaya –Rise of all or mass awakening. Sarvodaya ideal was raised by Gandhiji which was aimed to free the individual from social and economic slavery.

Decentralize –Transfer of authority from Central to State Government.

Panchayat –Governance by a ‘council office’ or local self

Check your progress 2

- (i) Panchayat means assembly of five wise and respect elders chosen and accepted by the village community. It is a system of governance in which gram panchayats are the basic units of administration.
- (ii) **Sarva Shisha Abhijan**
The Mama Gandhi National Rural Employment Guarantee Act.

The Pardhan Mantri Gram Sadak Yojana.
- (iii) Panchayat facilitate the implementation of state government as well as central government scheme for development of educational facilities.

The panchayat through various government schemes try to provide employment to the unemployed

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BLOCK: V

Inclusion and Excellence in Education

UNIT: 1

Education of the Socially and Economically disadvantaged Sections of the society with Special reference to SC, ST, Women and Rural Population.

Structure

1.0.Objectives:

1.1.Introduction:

1.2.Development of Education of Scheduled Castes (SC),
Scheduled Tribes (ST).

1.2.1. Education in Post Independence Period.

1.2.2. Provision of NPE.

1.2.3. Recommendation of 11th five year plan(2007-2012)

1.2.4. Problems and their solution.

- Check your progress-1

1.3. Development of Women Education.

1.3.1. Constitutional Steps, Legal Steps, Educational Steps
after independence of India.

1.3.2. Recommendation of 11th five year plan.

1.3.3. Problems and their solution.

- Check your progress-2

1.4. Education of Rural people.

1.4.1. Suggestion of NPE.

1.4.2. Urban education v/s rural education.

1.4.3. Problems & Suggestive measures.

- Check your progress-3

1.5. The government Scheme for disadvantaged Section.

1.5.1 Prominent Personalities of SC/ST.

1.5.2. Prominent women personalities.

- Check your Progress-4

1.6. Let us sum up.

- Key words.
- References.
- Probable answers to the CYP.
- Model questions.

1.0 Objectives : After reading this unit you will be able to

- Discuss the development of Education of SC and ST (Pre- Independence and post Independence India.)
- Describe the development of Women's Education and discuss briefly the problems and suggestive measures for the development of Women's Education.
- Discuss the development of education of rural people, their problems and remedial measures .
- Discuss the Government schemes for the development of education of ST/SC, women and rural population.

1.1 Introduction :

In the previous unit, you have studied the role of panchayat in rural development in India. In this unit, we shall discuss the development of education in India of socially and Economically disadvantaged section of our society viz. SC/ST, women and Rural people. But before going to this discussion, you have to know the meaning of Inclusion and Excellence in Education.

Inclusive Education means all learners with or without disabilities being able to learn together in general educational classroom. Inclusion is the process of educating children with special needs (CWSP) along with their friends in main stream schools.

Excellence in Education means the meaningful, joyful and practical or useful education which can develop the physical, mental, moral and spiritual attainments of the students in the classroom. Excellence in Education must enable the students to prepare themselves not only for the job market but also for life.

In this unit you will know about the educational development of sections such as ST/SC, Women's and rural population (Inclusive education) and special provisions for them in the

Government Schemes for excellence in Education.

The Constitutional provisions and recommendations of different policies and commission are discussed in this unit.

The discussion will also include the problem of this backward sections with suggestive measures.

1.2 Development of Education of SC and ST Community :

The scheduled caste (SC) also known as the Dalit and the scheduled Tribes (STs) are two section of historically disadvantaged people that are given express recognition in the constitution of India . During the period of British rule in the Indian sub continent they were known as the Depressed classes.

The SC and ST make up around 15% and 7.5% respectively of the population of India or around 24% altogether according to the census 2001.

The distribution of ST& SC Population are shown in the following table.

Religion	SC	ST
Buddhism	89.50%	7.40%
Christianity	9.00%	32.80%
Sikhism	17.00%	0.90%
Hinduism	22.20%	9,10%
Gond	-----	15.90%
Jainism	-----	2.60%
Islam	0.80%	0.50%

According to the 61st Round Survey of the NSSO (2006) the proportion of SC and ST in the Country's population has steadily risen since independence in 1947. Due to the class system of our society they are very backward in all fields. From the educational point of view the SC and ST people are far behind to those who belong to the upper class. Some efforts were made

for the education of SC & ST and tribal people in the pre-independence and post independence India which are discussed below.

1.2.1. Education of SC/ST in Post Independence period

After independence the constitution has made some provisions for the propagation of education for all the people of the country.

Article 46, states that” the state shall promote with special care, the education and economic interests of the weaker sections of the people in particular the SC and ST and shall protect them from social injustice and all forms of social exploitation.” Article 330, 332,335,338 to 342 and the entire fifth and sixth schedules of the constitution deal with special provisions for implementation of the objectives set forth in Article 46.

The constitution provides a frame work with three pronged strategy to improve the situation of SC and ST –

- Protective Arrangement : (different provisions in the constitution).
- Affirmative action : (Reservation in different sections).
- Development : (plans and different schemes of the government).

1. 2.2. Provisions of the New Policy on Education (NPE)

The NPE has taken some steps for development of education of SC/ST people,

- The Education of SC –

The central focus of NPE is educational development inof the SC and their equalisation with the non-SC population will be at all stages of education.

Measures for this purpose include :

- Send their children to schools regularly till they reach the age of 14.
- Incentive scheme like pre-matric scholarships.
- Constant micro-planning and verification to ensure the enrolment, retention and successful completion of different courses.
- Recruitment of teachers from SC.
- Provision of hostel facilities.
- Encouragement for adult education.
- Finding new methods of teaching.
- The utilization of Jawahar Rozgar Yojana Scheme etc.
- The Education of ST –

Many urgent measures will be taken to bring the ST as per with others. These include –

- Opening Primary and Residential Schools including Ashram Schools.
- Construction of school buildings.
- Promotion of Tribal languages & Tribal culture.
- Incentive schemes like scholarship.
- Special medical courses and other programme.
- Encouraging the teachers.
- Opening the Anganwadies, Non-formal education centres and adult education centres on priority basis.

Thus, NPE and the revised programme of Action(1992) have taken many steps for improving literacy, increasing enrolment and reducing drop out rates among SC/ST. Under this scheme

remedial coaching classes are held for SC and ST in Classes IX and X. The special coaching in classes XI and XII are held for preparing them for competitive examination. Thus the operation Blackboard, Non formal Education, Adult Education scheme have advised every state to give high priority and large concentration on SC and ST.

Because of all the schemes the literacy rate of ST and SC were increasing during 1961-1991, which will be shown below –

YEAR	SC			ST			TOTAL	POPULATION(% INCREASE)		
	TOTL	MALE	FEMALE	TOTAL	MALE	FEMALE		TOTAL	MALE	FEMALE
1961	10.27	16.96	3.29	8.53	13.83	3.16	28.30	40.40	15.34	
1971	14.67	22.36	6.44	11.30	17.63	4.85	34.45	45.96	21.98	
1981	21.38	31.12	10.93	16.35	24.52	8.04	43.57	56.38	29.76	
1991	37.41	49.91	23.76	29.60	40.65	18.19	52.21	64.13	39.29	
2001	54.69	---	---	47.10	---	---	64.84	75.85	54.16	

Source – Census Report of Different year.

1.2.3. Recommendations of 11th Five Year Plan (2007-12);

- Free uniforms, footwear may be supplied.
- Funds for remedial classes.
- Better facilities for dropout school.
- Encouragement to the Tribal language.
- Establishment of more adult literacy centres.
- Reservation & fees relaxation in higher education.
- Maintaining the Reservation policy in appointment (Teaching & other posts) of higher education.
- Special training for SET and NET examination.
- UGC should make strict rules to fill in the posts for various reserved categories [guidelines for Ph.D courses].
- Provisions of scholarships, subsidized fees and loan facilities for technical education.
- Reservation for Ph.D seats in Technology for ST and SC.

On the basis of the recommendations discussed above, the government has already implemented some programme.

1.2.4.Problems and their solution :

Now, we will have look at the problems of the backward people.

- Most of the people belonging to these categories live in very backward places. They have no proper environment for the propagation of education.
- Drop out is the major problems in these sections.
- Due to poor economic conditions, the good students do not get the opportunity of higher education.
- Illiteracy of the parents is another problem of these sections who cannot understand the need of education.

Due to such problems they are unable to go ahead although the Government has paid attention to them.

A huge amount should be spent for the development of education amongst the ST and SC community.

Awareness programme regarding schemes should be organised by the NGOs and other organizations so that people come forward to utilise this opportunity. Moreover, the Government efforts are not to meet the problem enough. More and more social agencies should come forward for this great task.

After going discussion through the above let us do some exercise

Check your progress-
1. Which article of the Indian Constitution gives the provision for education for ST and SC?

2.What was the Literacy rate of ST & SC in 2001?
3.Write any two recommendations given by 11th Five Year Plan for development of Education of ST/SC.

1.3 Development of Women’s Education

Women play a magnificent role in the development of civilization. Specially the educated women play a very significant role in overall development and progress of the country. Women hold a prominent position in the Indian Society and all over the world. But the condition of girl children is worse than the boys. It is a very big sociological problem of our society. So after the independence of India in 1947, our leaders have paid special attention towards the development of women’s education in our country through certain steps, which will be discussed in our next sub-section.

1.3.1. Constitutional Steps, Legal Steps, Educational steps.

* Constitutional steps :-

The importance of women as an important human resource was recognised by the constitution of India. A number of Articles of the constitution pay attention towards the socio-economic development of women and upholding their political right and participation in decision making. Among them some are noted in the following table-

Article(14)	Men & Women have equal right & opportunity in the political, economic & social spheres.
Article15(1)	Prohibits discrimination against any citizen on the ground of religion, race, caste, sex etc.
Article15(3)	Special provision enabling the state to make affirmative discrimination in favour of women.
Article(16)	Equality of opportunities in matter of public appointments for all citizens.
Article39(d)	Equal pay for equal work for both men & women.
Article(42)	The state to make provision for ensuring just and human conditions of work and maternity relief.
Article51(A)(e)	To renounce the practices derogatory to the dignity of women.
Article39(a)	The state shall direct its policy towards securing all citizens men and women, equally, the right to means of livelihood.

Source – Ministry of Women & Child Development, Govt. of India.

To implement the objectives of the above mentioned articles of the Indian constitution has taken a number of steps to strengthen women education in our country.

- **Legal Steps –**

In pursuance of the constitutional provisions, the government has also enacted specific laws to safeguard the interests of women and for up gradation of their status. Some of them are discussed here –

- ❖ The Hindu Marriage Act, 1955 prohibits polygamy, polyandry & child marriage and concedes equal rights to women to divorce and to remarry.
- ❖ The Hindu Succession Act, 1956 provides women the right to parental property.
- ❖ The Hindu Adoption and Maintenance Act, 1946 gives a childless women the right to adopt a child and to claim maintenance from the husband if she is divorced by him.
- ❖ The Dowry Prohibition Act, 1961 declares the taking of

dowry an unlawful activity and thereby prevents the exploitation of women.

- ❖ Equal Remuneration Act, 1976 provides payment of equal remuneration to men and women for work of equal value.
- ❖ The Medical Termination of Pregnancy Act , 1971, legalised abortion conceding the right of a women to go for abortion on the ground of physical & mental health.
- ❖ The Protection of Women from Domestic Violence Act, 2005, provides the immediate and emergent relief to women from any kind of violence.

These are only a few examples for you. There are many other acts to safeguard the women race in our country.

- **Educational Steps –**

Some educational steps are taken by the government to change the attitude against women and for equal of educational opportunities. After the independence of India many committees and commissions have given the recommendations for the development of women education in India. Reference may be made to the following in this regard–

- University Education Commission(1948-49)
(Separate schools between the age of 13-18)
- Secondary Education Commission(1952-53)(Better facilities for co-education, to establish the separate school)
- National Committee on Women Education(1959)
(encouragement to co-education and separate school on strong public demand)
- Smt. Hansa Mehta Committee on 1962, (co-education and on large demand- separate school)
- National committee for women Education 1974(co-education).

The policy of Education(1986) and programme of Action(1992),

act as the guiding forces to influence both the qualitative and quantitative indicators regarding the need for empowerment of women.

Some of the objective of the NPE(1986) are discussed here-

- Creating an environment through different policies for full development of women.
- All human right and fundamental freedom are to be availed by women on equal basis with men in all spheres – Political, economic, social, cultural etc.
- Equal access to participation & decision making of women in social, political and economic life of the nation.
- Equal access of women to health care, quality education at all levels.
- Changing societal attitudes & community practices by active participation and involvement of both men and women etc.

1.3.2 Recommendation for Women by the 11th Five Year Plan (2007-12) :-

All the five year plans adapted many schemes to eradicate illiteracy from our society. The recommendations of the 11th five year plan with special reference to women education are discussed here –

*Hostel facilities for girls should be increased.

*Reservation of not less than 33% should be made for girls in all technical and other higher educational institutions.

*Early childhood care and Education (ECCE) centres should be established.

*Adult Literacy programmes should be developed.

*Inclusion programme should be developed.

*Kasturba Gandhi Balika Vidyalaya scheme should be extended upto Class XII.

*All schools should have basic facilities like drinking water, toilets and common rooms for girls.

*Every institution should have women study centres.

*Day care centres should be made available in all the institutions.

*More scholarship;s should be extended to girls for taking up professional courses, etc.

Some of the above mentioned schemes have already been utilized in practical field.

But it is a sad news to all of us that female literacy rate in India is still lagging behind the male literacy rate. It will be clear in the following table –

Literacy rate in India (1951-2011)

Census Year	Total	Male	Female	Male – Female Gap In Literacy
1951	18.33	27.16	08.86	18.30
1961	28.30	40.40	15.35	25.05
1971	34.45	45.96	21.98	23.98
1981	43.57	56.38	29.76	26.62
1991	52.21	64.13	39.29	24.84
2001	64.84	75.85	54.16	21.69
2011	74.40	82.14	65.46	16.68

Source : Census Report of different year.

1.3.3.Problems and their Solution –

Let us discuss the different problems of women education and some suggestions to solve them.

- **Social evils** – Due to some social evils like child marriage, purdah system and superstition women can not go ahead.

A change in the mindset of people may turn out a solution to this problem.

- **Disregard for the importance of Education** – Due to illiteracy of the parents girl child suffers a lot and the parents do not like to send their daughter to school.

To solve this problem adult literacy centre should be established to provide minimum education to the illiterates.

- **Proverty** – Due to poor financial condition, the parents are not able to send their children to the school.

So, financial help like scholarships & subsidized fees should be implemented for all poor girls.

- **Lack of Girls school and women teachers** – There is a great lack of girls schools at all the stages of education. But many parents are strongly against co-education. Thus, there is also a great lack of women teachers in our country. The government should devote their attention to solve this problems.

So, it is also necessary for the to establish large number of girls schools and the women should be motivated to teaching work by offering better salary and more facilities.

- **Defective Curriculum** – You know that at all the stages of education the curriculum of boys and girls are almost the same. There is not any special curriculum for girls.

To motivate the girls some special subjects should be included

at the curriculum in all stages. Home science should be made compulsory subject along with Music, Painting, Spinning, Weaving & embroidery etc.

- Defective Educational Administration system :- Many educational administration system are not aware of the importance of women education. So, they do not want to allot more money for girls education.

For encouragement of women education sufficient money should be spent and efficient women should be appointed on the high administrative posts.

- Wastage and stagnation : Wastage and stagnation rate of girls is higher than the rate of boys. Many girl students are unable to complete their education due to some problem like, uneducated parents, economic problems etc. Therefore, sometimes they fail in the same class because of the same reason which is a big problem of women education.

So it is necessary to change the attitude of the parents and different organisation should come forward to help the rural illiterate parents. You know that although women are suffering from many problems, most of the Indian women are going ahead with men like reaching the moon, conquering Mount Everest and also participating in all fields. It is a good sign for our society.

Check your progress (2)

1. What is the Current Women Literacy rate of India?

2. Identity five problems of women education.
3. Write two suggestions of the 11th five year plan for the development of women education?

1.4 Development of the education of Rural Population in India:

In the previous unit, you have learnt in detail the rural development of India. In this section we will discuss the educational conditions of the rural people.

You know, Education is concerned with preparing citizens for a meaningful and productive life. Education is the basic requirement to all to live in a human way. Without education; people cannot fulfil their basic needs and develop their society. But till now most of the rural people in India are illiterate and they have many problems hindering their development.

• Present scenario of Rural population :

According to 2011 census, India’s population is around 121 crore. Around 3/4th of the country’s population belong to rural areas.

The father of our nation M.K.Gadhi said that “India lives in

its villages”. People, residing in villages represent the true image of “real India”. But the rural schools have been suffering a lot. The school in rural regions are very few in number and are situated at different far off places and children residing in the village do not prefer travelling, considering it as a waste of their time and money. Moreover, the rural schools have a poor infrastructure also. Thus the present condition of the rural schools are pathetic.

After independence the Indian constitution has paid attention to this aspect, which we have discussed in previous unit. Some individual thinkers like Robindra Nath Tagore and Mahatma Gandhi has paid special attention to the development of rural institution (from primary to higher level). In spite of the difficulties faced by Gandhian Basic Education Scheme in the country, it has a good demand in practical life. A large number of rural institutes were set up under the second five year plan.

1.4.1. Suggestion of NPE :

The Government of India is providing full support and has taken many initiatives for rural education. The NPE has recommended that the educational programme of the rural school should be based on the concept of correlation between socially useful productive work and social service. It also said that well planned academic study should be encouraged from primary to degree level.

Several measures should be taken for the implementation of the objectives of the NPE.

- Strengthening of existing rural universities and reorganization of the rural institutions established as part of the scheme.

- Encouragement to other existing educational institution and voluntary agencies to develop in accordance with Gandhian philosophy of education for rural reconstruction.
- Recognition and support to elementary, secondary and post basic institutions based on the concept of Nai-Talim.
- All the institutions should put emphasis on science and technology.
- Designing a variety of courses at territory level around emerging rural occupations.
- Strengthening the teacher by offering training facilities.
- Encouragement to field work oriented courses of rural institutes.

The Central Government has taken initiative in the implementation of the above programmes by providing resource support for the development of infrastructure as well as for the conceptual, methodological & academic inputs in design and structure of programmes, development of teaching and learning materials, evaluation procedures etc.

The Operation Blackboard(OB) scheme of NPE has taken some active role to develop the rural primary education. The purpose of OB is to ensure provision of minimum essential facilities in primary schools like material facilities as well as learning equipments.

Such as – Two reasonably large rooms that are useable in all weather.

- Necessary toys and games materials.

- Blackboards, TV, Maps, charts and other learning materials.
- At least two teachers and one of them preferably a women.

Some other programme are taken by the OB scheme. They are –

- Through NREP and RLEGP to develop the rural children.
- Offering free mid day meal, free text books, free uniforms.
- Special facilities for disabled child.
- Facilities for cultural development.
- Setting up attractive school buildings.
- Good communication facilities etc.

Thus, the government of India tries to provide every facility to the rural schools. The government also provides study materials to every students. The schools have also implemented library facilities which provide book, newspapers and magazine to children. The poor students are given science kits and equipments. The provision of regular scholarship to deserving students who wish to study ahead is also an example in this context.

1.4.2. Urban Education V/S rural Education

Let us have a look at the differences between Urban Education and Rural Education.

- There are many schools in towns or cities where

as there are a very few schools in villages.

- There are transportation facilities like bus pick up in urban children but for rural areas the children have to walk miles to reach their schools.
- No drinking water facilities in rural schools but sufficient facilities in urban schools.
- Computer education is given high importance in urban areas where as very few schools in villages provide computer training.
- Group classes are taken by using video conferencing and audio conferencing in urban schools whereas no such facilities are provided for rural schools.
- The teachers are given teaching aids like laptops, printers to provide notes and other important notices to the children in urban areas, but there are no such facilities in rural schools .
- School infrastructure in case of urban areas is much better as compared to that of schools in rural areas.
- Less facilities of sports and co-curricular activities & competitions are there in rural schools whereas urban school receives all facilities.

1.4.3.Problems & Suggestive measures

- Problems –
 - Most of the rural schools do not have proper infrastructure. So they do not get most of the facilities such as computer education, sports education and extra curricular acitivities.

- There are no proper transportation facilities, so children do not like to travel miles to come to school.
- No drinking water facilities in rural schools.
- There is no facility of educational technology in rural schools.
- The teachers of rural school do not get the chance to develop their methods of teaching due to lack of some facilities.
- Number of schools in rural areas are very few and the school drop out is the most serious problem in rural areas.
 - Suggestions –
- Establishment of more schools in rural areas.
- Proper transportation facilities & drinking water facilities should be provided.
- Provide more free education to poor rural children.
- Supporting children for higher education.
- Guiding & supporting research scholar in educational development.
- Implementing new teaching methodologies and assessment system.
- Promoting all schools to stress free environment.
- To solve the drop out problems government should try to upgrade the rural schools by giving more facilities.

Thus the NGOs and other organizations should take the appropriate initiative for the welfare and betterment of rural people. Then the rural education will prepare India for a better tomorrow.

Check your progress (3)

1. What is the full form of NPE? In which year NPE was formed?

2. Write two provisions of operation Blackboard. Write two differences between urban & rural schools.

1.5 The Government scheme for the development of education of ST/SC, women and rural population :

Indian Government announces many welfare schemes for the backward section of our society from time to time. These schemes could be either central, state specific or a joint collaboration between the centre and the states. In this section we have attempted to provide you with easy & single point access to information about several welfare schemes of the government.

The following programmes & schemes either fully or partially are devoted to the benefit of the disadvantaged section of the society in the sphere of literacy.

- ❖ Sharva Shiksha Abhiyan (SSA) – SSA is a historic stride

towards achieving the long cherished goal of universalisation of Elementary Education (UEE) through a time bound integrated approach in partnership with states. It promises to change the face of elementary education sector of the country, aims to provide useful and quality elementary education to all children in the 6-14 age group.

The main features of the programme are – Focus on girls, especially belonging to SC/ST & minority groups.

- Back to school campaign for school drop-out girls.
- Free text books for girls.
- Special coaching classes for girls.
- Teachers sensitization programme to promote the congenial learning opportunities.
- Special focus on innovative projects related to girls education.
- Recruitment of 50% female teachers.
- ❖ **District Primary Education Programme(DPEP)** : The scheme is for disadvantaged groups like girls, SC/ST, working children, rural & urban deprived children etc. There are specific strategies like construction of classrooms & new schools, appointment of new teachers, setting up of Early Childhood Education Centres (ECEC) etc.
- ❖ **Mahila Samikha** – is one such scheme which mainly focuses on the women literacy of rural areas. Under this scheme, the rural women are asked to attend meetings & seminars for better awareness.
- ❖ **The National Bal Bhavan** – This scheme includes social as well as educational activities which help in recognizing the children's talent for specific educational stream.
- ❖ **National Programme for Education of Girls at Elementary Level(NPEGEL)** - This scheme of SSA is being implemented in Educationally backward blocks, where

the rate of rural female literacy is lower than the national average & the gender gap is above the national average as well as in blocks of districts that have at least 5 percent SC/ST population and where SC/ST female literacy is below 10 percent based on the report of 1991.

- ❖ **Shiksha Karmi Project(SKP)** – SKP aims at Universalisation & qualitative improvement of primary education in remote and socio-economically backward villages in Rajasthan with primary attention to girls.
- ❖ **Kasturba Gandhi Balika Vidyalayas(KGBV)** – Under the scheme of KGBV, 750 residential schools have been set up in different areas with boarding facilities at elementary level for girls belonging predominantly to the SC,ST, OBC and minorities. The scheme is applicable only in Educationally backward blocks where the rural female literacy is below than the national average and gender gap in literacy is more than the national average.
- ❖ **Jan Shiksha Sansthan (JSS)** – It is related to adult education programme aimed at improving the vocational skill and quality of life of socio-economically backward & educationally disadvantaged groups of urban/rural population, particularly semi illiterates, SC, ST & women etc.
- ❖ **Mid-Day Meal Scheme(MDMS)** – It is a successful programme which covers all the students of primary classes in all the government, local body and government aided schools in the country with the aim of improving enrolment, attendance & retention with simultaneously emphasis on the nutritional status of the children.
- ❖ **Kendriya Vidyalayas(KVs)** – 15 percent and 7.5 percent seats are reserved for SC & ST respectively in fresh admissions. No tuition fee is charged from Scheduled Caste and Scheduled Tribe students upto Class XII.

- ❖ **Navodaya Vidyalaya (NV)** – 15 percent for SC and 7.5 percent for ST and maximum of 50 percent for both the categories (SC and ST) are taken together. These reservations are interchangeable and over and above the students selected under open merit.
- ❖ **National Institute of Open Schooling (NIOS)** – The SC/ST students are given concession in admission fees i.e. Rs.450/- for secondary courses & Rs.525/- for senior secondary courses.
- ❖ **National Council for Educational Research & Training (NCERT)** – NCERT focuses on the development of text books, teacher guides, supplementary reading materials, vocational education, educational technology, examination reforms, empowerment of educationally disadvantaged groups etc.
- ❖ **University Grants Commission (UGC)** – The UGC has established SC/ST cells in 113 universities including Central Universities to ensure proper implementation of the Reservation policy.

Thus the government of India is trying to initiate a lot of programme to eradicate the illiteracy & for the welfare of the disadvantaged section of our society. If the rural and the weaker sections of India receive quality education that prepares them completely for the competitive global environment.

1.5.1 Prominent personalities of ST/SC communities :

- K.R.Narayanan, 10th president of India.
- CH. Dalbir Singh, Former Minister, Government of India.
- Johnney Lever – Famous Bollywood comedian.
- Late Shri Ram Ratan Ram – Member of parliament.
- Late Divya Bharati-Famous bollywood actress.
- Mata Prasad –Former Chief Secretary, U.P, Former

Chairman UPSC, Awarded Padmashri in 2012.

- Sh. Naresh Selwal, MLA (Haryana). Etc.

1.5.2. Prominent women Personalities.

- Mother Teresa, Annie Besant—— Social Reformers.
- Indira Gandhi, Pratiba Patil———Politician.
- Arundhuti Roy, Late Mamoni Roysom Goswami—Writer.
- Anju Bobby George, Sania Mirza—Sports.
- Aishwarya Rai, Susmita Sen— Film.
- Lata Mangeshkar—Singer. Etc.

Check your progress

a) Write the abbreviation of

i)DPEP &

ii)UEE.

b) Name two prominent personality of ST/SC.

1.6 Let us sum up :

- ❖ In our country SC, ST, Women as well as rural people are considered as weaker section of our society in every side. They are suffering a lots of problems and cannot go ahead.
- ❖ The Indian Constitution has provided the special arrangement/provisions for all weaker section. For example Article 46, for the development of SC/ST communities and Article 15 for women education & women empowerment.
- ❖ The New policy on Education(1986) has given special

attention on the universalization of primary education and to promote the condition of the backward sections.

- ❖ Indian Government announces on any welfare schemes for the backward section of our society from time to time. These schemes could be either central, state specific or a joint collaboration between the centre and the states.

➤ **Key words :**

Some abbreviation :

DPEP = District Primary Education Programme

NPEGEL = National Programme for Education of Girls at Elementary Level.

KGBV = Kasturba Gandhi Balika Vidyalays.

NPE = National Policy on Education.

POA = Programme of Action.

ECCE = Early Childhood Care and Education.

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➤ **Probable Answer to CYP : 1**

a) Article 46

b) ST - 47.10%, SC - 54.69%

- c) i) Special Training for SET & NET
ii) Establish more adult literacy centre.
- **Probable Answer to CYP : 2**
 - a) 65.46%
 - b)(i) Social evils & ii) Poverty
 - c) i) ECCE Centres should be established.
ii) Every institution should have women study centres.
- **Probable Answer to CYP : 3**
 - a) National Policy on Education, 1986
 - b) Free Text Book, Mid Day Meal
 - c) i) Drinking water, ii) Computer Education
- **Probable Answer to CYP : 4**
 - a) i) District primary Education Programme.
ii) Universalisation of Elementary Education.
 - b) i) K.R. Narayanan.
ii) Late Shri Ram Ratan Ram.
- Model questions
 - 1) Write a short note on Operation Blackboard.
 - 2) Discuss the Constitutional Provisions for development of women's education.
 - 3) Discuss the problems & suggestive measures for women education.
 - 4) Write the recommendation of the 11th Five Year Plan for the Development of ST & SC.
 - 5) Write the differences between urban & rural school of India.

UNIT II

Issue of quality, relevance and excellence in Indian education

STRUCTURE

2.0 Objective

2.1 Introduction

2.2 Meaning of quality relevance and excellence in education

Check your progress

2.3 Factors that promote quality, relevance and excellence in education

Check your progress

2.4 Issues of quality, relevance and excellence in Indian education

2.4.1 Issues of quality, relevance & excellence in primary Education

2.4.2 Issues of quality, relevance & excellence in secondary education

2.4.3 Issues of quality, relevance & excellence in higher education

Check your Progress

Key words

Suggested reading and reference

Answers to check your progress

Objectives :

After through this unit you will be in a position to describe briefly the meaning of quality, relevance and excellence.

Discuss the factors that promote quality, relevance and excellence.

Understand and analyse the issue of quality, relevance and excellence in the context of Indian education with emphasis on primary, secondary and higher education.

2.1 Introduction :

This is the fifth block on advanced sociology of education. It deals with Inclusion and Excellence in Education. In the previous section of this block education of the socially and economically disadvantaged section of the society including the rural poor has been dealt with. But along with these, the issues of quality, relevance and excellence are also necessary. This would help us to make an in-depth study of those matters that can improve and consolidate our educational system. The 11th and 12th Five years Plans have stressed on qualitative expansion, accessibility and inclusive education. Both these plans have formulated various strategies in order to reach the unreached through education. So this section would definitely help the learner to know and cultivate some thoughts on the issues of quality, relevance and excellence in education with regard to primary, secondary and higher level. The rest professional, technical and adult education are left to the learners to identify and think wisely on such issues on the same line of formal education.

2.2 Meaning of Quality, Relevance and Excellence in Education:

Before we go deep into the study of issues on the three aspects

as given, it is necessary to know the meaning of each of them first, let us take the meaning of ‘Quality’.

Quality is a concept which cannot be defined in simple terms. Quality in itself is a qualitative term. It is an on-going multidimensional process. While trying to associate quality in the field of education we may know it from different approaches. In the traditional sense, it means the idea of exceptionally high standards of an institution. Sometimes, quality may mean consistency or perfection in the process and management of an institution. In yet another approach, quality refers to fitness for purpose. Likewise, quality can also be thought of as an ongoing process of transformation in education.

Quality is a primary responsibility of an educational institution. Both the internal dynamics and the external support are the determinates for judging or knowing the quality of an institution. In the current context of globalization, quality has received great importance. All the institutions of education are seriously concerned about planning quality-agenda for their respective institutions.

After a brief understanding on ‘quality’, we now need to know the meaning of relevance.

The words relevance has been derived from Latin word “relevare” which means to lighten up. In a Layman’s view, relevance means understanding or knowing a situation in relation to the needs of a society. When the word relevance is used in the field of education, it takes into account the needs, problems and desires of the people living in a society. Any educational plan, programme or policy, to be successful should always be in accordance with the socio-cultural, socio-political, socio-economical needs and expectations of the people. The essential point in maintaining relevancy in education is that it must be more in accordance with the present needs and conditions of a

country. Later on, the past and the future needs can be compared in order to make the required projections and planning for increasing relevancy in education for making it need based. The UNESCO(United Nations Educational, Scientific and Cultural Organisation) through it's regional conventions have always given importance on the recognition of qualifications of students and teachers, education programmes and providers beyond national boundaries in a more globalised way, thus emphasizing to relevancy.

After having an idea on the meaning of relevance and it's applicability in education, we shall now try to gain an understanding of the meaning of excellence.

Excellence means an action, characteristic, feature etc. in which a person or an institution exhibits his best. In other words, the state or quality of excelling or being exceptionally good; extreme merit or superiority also means excellence. The quest for excellence has received great importance during formulation of national plans, policies and goals. All efforts to provide better services, flexible avenues of learning, exchange of knowledge, equality of education are carried out with the aim to reach the best for an individual or a society. So, excellence is a favourable factor in evolving the brighter aspects of education. Aiming for excellence brings qualitative changes in the design, layout, process and procedures of education. Therefore, excellence is the harbinger of growth and prosperity of people irrespective of caste, creed, communities and nationalities. Thus, excellence that which ensures well-being of mankind for all times and helps to create sustainable development in a globalised manner.

Check your progress 1

Q.1. What is meant by quality in education?

Q.2. What is relevance in education?

Q.3. What is the meaning of excellence in education?

2.3 Factors that Promote Quality, Relevance and Excellence in Education :

After learning the meaning we now proceed to learn the factors that are responsible for promoting quality, relevance and excellence in education. It is true that the factors stand as common to all these three aspects (as these aspects are inter-related to each other).

Following is given a list of factors that facilitates progress and promotion of quality, relevance and excellence in education:

a) Development in science and Technology :

Both scientific and Technology developments have globalised education to a large extent. Different outcomes of research, innovations and discoveries have made education a quality based, relevant based and excellence

oriented product. There is no difficulty in obtaining education or knowledge from other countries or sources. Easy transportation, communication exchange of knowledge have all been possible due to the development of science and technology.

b) Awareness among people :

Quality, relevance and excellence—these three variables can be changed, controlled and determined according to the level of awareness of the people of a country. If the people are aware of their needs, priorities, competencies and skills that require to be interred then they will realize that it is possible only when the country provides education on quality, relevance and excellence.

c) Social Progress :

Progress within the society is essential to maintained harmony among quality, relevance and excellence in education. The positive changes in the society act as a catalyst for bringing in qualitative changes, relevant changes in education, there by driving towards excellence in education. So, social progress that includes social changes, social harmony, social balance are all related to matters of quality, relevance and excellence in education.

d) Competition : This is a very important factor in igniting quality, relevance and excellence in education. It is competition which gives opportunity to students, teachers and educational institutions to inter-play with the market forces and raise the level of performance. So, on this basis of a healthy competition among the educational institutions market demand and supply of labour force, quality, relevance and excellence in education can be developed.

e) Role of mass-media : As we always know mass-media is a powerful agent in influencing and creating public

opinion on various matters. Here too, it is mass-media which displays and highlights achievements, failure, development, expansion etc. of the facilities provided in different educational spheres. It is also true that proper exposure through mass-media will obviously help to promote quality relevance and excellence in education.

- f) Meeting the international expectations : Most of the occurrences in today's world become a matter of global concern. So, while planning for quality, relevance and excellence in education, the common decisions taken at the international level are considered. International comparison and programmes can also be included to develop numerous aspects of quality, relevance and excellence in education.
- g) Gender-Equity : Wider expansion and accession of education has been done at all levels of education in different countries. But at the same times, it must be remembered that all expansion of education for gender equity needs to be equal in quality, relevance and excellence. Thus, while implementing provisions of education to reduce gender gaps, quality, relevance and excellence also needs to be balanced.

Check your Progress 2

Q.1. Make a list of factors that promote quality, relevance and excellence in education.

2.4 Issues of Quality, Relevance and Excellence in Indian Education :

India has the largest democracy in the world. As it is through education that democratic participation and overall quality of the individual and society can be made possible. The constitutional amendment of 1976 in India was a far-reaching step as education came under the concurrent subject. The central Government continued to play the leading role in the evolution and monitoring educational policies and programmes. While doing so, it has given priority to the issues of quality such as infrastructural facilities in educational institutions, modified curriculum, qualified teachers etc. therefore, these issues work in an inter related manner so as to enable individuals and society gain the best in and through education.

2.4.1 Issues of Quality, Relevance and Excellence in Primary Education :

Primary education is the period of basic schooling in India. But while we raise these issues, we also need to look back at the Indian society which consists of a huge bulk of rural poor. Many of them are still unwilling to send their children even to a primary school. Therefore, under such circumstances the following issues can be studied to know and give a better understanding in the field of primary education.

- a) Wide expansion and accessibility to children at primary school is necessary in order to drive them towards becoming quality individuals, relevant to the society and promoting excellence to the nation. This can also reduce gender-gaps, rural-urban-gaps etc. On one hand as we provide equal educational opportunities on a qualitative basis, on relevant basis we are in fact helping the children to rise to a better position in future. This would help them to contribute towards excellence of the society and nation.

- b) There is a need to bring or introduce curricular modifications also. At the primary level the curriculum that strives for quality, relevance and excellence must be in accordance with the needs, hopes and expectation of the children.
- c) There is also the need for raising qualified and trained teachers so as to improve the quality of pedagogy.
- d) Ancillary facilities such as free mid-day meals, supply of uniforms and text-books, drinking water needs to be made available in order to supplement and boost education of children. This will assist in forming quality, relevance and excellence education at the primary level.

After learning the areas of concern relating to quality, relevance and excellence at the primary education level, we now need to take a look at some of the issues of the same order in secondary education.

2.4.2 Issues of Quality, Relevance and Excellence in Secondary Education :

- a) Enhancement of access to secondary education by improving the rate of enrolment, specially of girls in the backward areas needs to be promoted in order to arrive at quality, relevance and excellent in education.
- b) Improvement in infrastructural facilities such as establishing libraries, laboratories, playground facilities etc. Supplement class room learning and enables the students to avail useful and practical knowledge as well. So, whenever quality, relevance and excellence of secondary education is undertaken, infrastructural facilities must be given attention.
- c) Diversification of educational opportunities is necessary

so that students at this level can be provided with newer area of vocational education. By doing so, secondary level student can be initiated towards innovative practices. Later on, these secondary level students can help in maintaining quality, relevance and excellence in education.

- d) To raise quality, relevance and excellence in secondary education the issue of orienting it with ICT is very important. Only then secondary education can march at a global pace.
- e) Incorporating challenging needs and demands of the secondary learners in the curricular frame work is also an integral exercise to upgrade quality, relevance and promotion of best practice in secondary education.
- f) Scarcity of trained teachers in secondary education pulls back all round development of students only adequately trained teachers can guide the minds of secondary learners. So while striving for excellence and quality and relevance, teachers training should be given importance.

After going through few issues with regard to quality and it's co-relates, we also need to attempt a brief study on the same with respect to higher education.

2.4.4 Issue of Quality, Relevance and Excellence in Higher Education :

- a) Maintaining of standards of university as well as college education is of urgent necessity so that quality can be generate on a comparative level with other countries of the world.
- b) Greater diversification of qualifications and degrees to a

wide variety of learners has also become an area of concern. This is possible only when the curriculum is constructed to foster global competencies among students. So curriculum in higher education needs to bear quality, relevance and excellence as well.

- c) The increasing amount of private investment in higher education also raises the issue of quality, relevance and excellence. New avenues of education have been put forward by private institutions in order to ensure quality, access, diversity and funding of higher education. However, simultaneously the quality of education, relevance and excellence provided through private institutions also needs to be evaluated.
- d) The recognition of higher education institutions as autonomous is a critical factor that creates impact on the quality, relevance and excellence of education. Only autonomy on its own cannot work. It is linked to accountability also. Only then higher education will function as an autonomous institution that favours constant upgradation and brings quality and excellence.
- e) Expansion of research programmes or projects and incentives to research work/faculty through funded projects/research would enhance the quality, relevance and excellence among faculty. Not only is knowledge, training and teachers in higher education, they must also be involved in innovative practices.
- f) Better infrastructural facilities is also an important factor in the endeavour for quality, relevance and excellence. Many students leave their country to study outside. This can be prevented only when infrastructural facilities are expanded and provided so, as a quality measure and to assure

relevance and excellence in higher education institutions must look into it's infrastructural facilities.

- g) Availability of Information and communication Technology is also a pre-requisite to circulate, vibrate and expand quality, relevance and excellence in higher education.

Check your progress : 3

Q. Make a list of issues at the primary, secondary and higher education in relation to quality, relevance and excellence.

Let us sum up

Thus from the above discussion we find that the issues of quality, relevance and excellence of education in India at the primary, secondary and higher stand almost close to each other. Any issue like expansion, accessibility of arises in primary education also needs to be channeled upto university education. Similarly the role of information all of communication technology is equally essential to provide relevant education, qualitative expansion and excellence in secondary and higher education. So by going through these different areas of concern or issues in primary secondary and higher education, one can make out that quality relevant and excellence are corresponding variables and can influence all stages of education.

Key Words :

ICT : Information technology and Communication Technology

global : round the world

autonomous : self-governed, self-directing

Issue : area of concern, a problem.

Igniting : to light up, to foster, to illuminate.

Answer to check your progress

Check your progress No. 1 :

Ans. To Q. No. 1

Quality is a multi-dimensional process. In traditional sense, it means the idea of exceptionally high standards and in education it is mostly understood as an ongoing process of transformation.

Ans. To Q. No. 2 :

Relevance means to know or understand a situation in relation to social and individual needs. In education, relevance is thought of in accordance with the social, cultural and economic needs of the society.

Ans to Q. No. 3 :

Excellence means an action characteristic, feature etc. In which a person or an institution exhibits his best. In education excellence aims at deriving and performing best in all aspects, that is all round and sustainable development of an institution.

Check your progress No. 2

Ans. The following list of factors that promotes quality, excellence and relevance is given :-

- a) Development in science and technology.
- b) Awareness among people
- c) Social progress
- d) Competition
- e) Role of mass-media
- f) Meeting the international expectations
- g) Gender equity

Check your progress no. 3

Ans. The following are the issues in primary education :

- a) Expansion and accessibility.
- b) Curricular modifications
- c) Qualified faculty
- d) Ancillary facilities.

In secondary education :

- a) Expansion and accessibility
- b) Infrastructural facilities
- c) Diversification of educational opportunities.
- d) ICT orientation.
- e) Challenges and demand of secondary learners.
- f) Trained faculty.

In higher education :

- a) Maintenance of standards.
- b) Diversification of qualifications and certificates.
- c) Increasing private investment.
- d) Autonomy of the institutions.

- e) Research programmes and projects.
- f) Better infrastructural facilities
- g) ICT availability.

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