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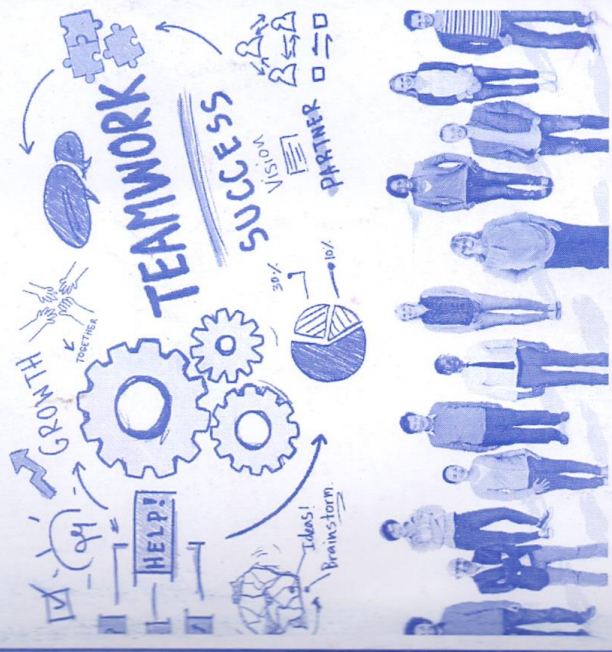


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# Sociological Foundations of Education



## INDEX

- |                                       |         |
|---------------------------------------|---------|
| 1) Sociology and Education            | 5 - 12  |
| 2) Culture and Education              | 13 - 21 |
| 3) Social Change and Education        | 22 - 33 |
| 4) Democracy and Education            | 34 - 39 |
| 5) Education and National Integration | 40 - 50 |
| Model Paper                           | 51 - 52 |

## UNIT - 1 SOCIOLOGY AND EDUCATION

1. What is the meaning of Sociology? Explain nature and scope of Sociology?

(Or)

Explain the meaning and scope of Sociology of Education? Explain the Nature of Sociology?

**Ans. Meaning of sociology:** The term "Sociology" has been derived from the two words 'Societus' which means society and logos which means science. Thus from etymological point of view sociology is the science of society.

Auguste Comte, the father of Sociology used the term "Sociology" for the first time in the year 1937, while delivering a series of lectures. He introduced Sociology as a fundamental science in his book "Positive Philosophy" and employed scientific methods to collect data about mankind.

Sociology, according to Duncan, is the scientific study of dynamic processes of interactions of person and the patterns these form in relation to biological, psychological and cultural influences. It studies social phenomena, social organizations and cultural patterns. It seeks to discover the laws that govern social relations and the forces that develop the personality of the individual. It is built upon the study of the behaviour of ants, birds, and primitive men. It has drawn for its material on Social History and Social Physics. It has received impetus from Biology and Psychology. Sociology is based upon two fundamentals :

i) Each individual is born into a cultural world created by his predecessors. This world has a continuity of existence. It appears to be independent of individual who enter or leave this culture stream.

ii) The individual becomes, as he grows up, identified with the vast body of culture, and finds his role in it. He further seeks to modify it in his dealings with the world around him. Thus he becomes not an individual that he was at birth, but a person.

**Definition :** Sociology is the scientific study of human social behaviour, especially the study of the origins, organization, institutions, and development of human society. It is a Social science that studies society and the individual in perspective of Society. The origins of Sociology lie in the 19th century but during the 1960-70s, it became a major social science subject. According to the father of sociology, Comte, different components of society are scientifically studied in sociology; Giddings, Sumner and Ward are other sociologists who hold this view. According to them, sociology is that science in which society is systematically studied. In the words of **Giddings:**

**Giddings:** "Sociology is the systematic description and explanations of society viewed as a whole."

**Ginsberg:** "Sociology is the study of human interactions and interrelations, their conditions and consequences."

**Maclver and Page (1975):** "Sociology is about social relationship, the network of relationship, we call society".

**Durkheim, E. (1956):** "Sociology is the science of collective representation"

**Gillin and Gillin:** "Society in its broadest sense may be said to be study of interactions arising from the association of living beings"

**Sorokin:** "Sociology is a generalizing science of sociology-cultural phenomena viewed in their generic forms, types and manifold interconnections."

**Cutber:** "Sociology may be refined as a body of scientific knowledge about human relationship."

**Weber:** "Sociology is the science which attempts the interpretative understanding of social actions".

### Nature of Sociology

Nature of Sociology can be explained by the following concepts:

♦ It is a pure science and not an applied science. ♦ It is neutral in normal aspects. ♦ Sociology deals with all human activities. ♦ Sociology extends its tentacles in every direction.

♦ Sociologists are people who serve the society. ♦ Sociology is concerned with Social facts. ♦ Sociologists believe that all things are relative. ♦ Sociology differs from the exact science. ♦ Sociology is more a collection of subjects than a subject itself. ♦ Sociology helps us for a better understanding of human behaviour.

### Scope of Sociology

**The scope of Sociology may as follows:**

♦ Political sociology ♦ Human relations ♦ Social psychology ♦ Society ♦ Urban Sociology ♦ Poverty ♦ Rural Sociology ♦ Gender ♦ Sociology of education ♦ Culture ♦ Sociology of the family ♦ Migration ♦ Educational sociology ♦ Ethnic conflicts ♦ Industrial sociology ♦ Class ♦ Economic sociology ♦ Groups

### 2. Describe the relationship between sociology and education?

**Ans.** Emile Durkheim, the French sociologist, is considered to be the father of modern educational sociology. He assigned to education a cleansing and reformatory role in society. According to Durkheim, education has to develop those values and skills that are expected to the child by the society.

One can understand the relation between education and sociology through the under mentioned points:

1. Social goals are achieved by education.
2. Sociology explains the structure of the society, Explains the working of the social process.
3. Sociology of education is useful in preparing educational policy designs plans, in implementing to organize and to evaluate.
4. Sociology explains the nature of human life. Education tries to bring change with knowledge of the above.
5. For the development of the Laws and theories formulated by sociology, educational process is useful.
6. Sociology explains the social conditions and good relations. Education prepares pupils as efficient individuals who can assist the development of the society.

**Explain the role of following agencies on Socialisation**

- a) Family b) peer group c) School d) Media  
e) Religion

**Ans. Agencies of socialization:** The survival of any society depends solidly on the sufficient degree of homogeneity amongst its members. Socialization perpetuates and reinforces this homogeneity by fixing in the child from the beginning the essential similarities that collective life demands. These essential ingredients are transmitted through the family, school, temple/mosque/church, peer group, market, mass media and so forth.

**Family:** Family is the center of social organization. It is the oldest agency of socialization. All other agencies took their birth from this. From the manner in which elders brought up their children, socialization takes place. Blood relations, loving, care, affection among the members of a family and the way in which the family behaves with other members of the society, all these effect socialization. To a large extent, parents of the child affect the socialization. The way the child is brought up by the parents and the affection they show on the child affect even after the child grows up. His physical and mental development, individual characteristics, development of language and culture start from the family. Due to the difference in the way how male and female children are brought up, changes in socialization take place. From a keen observation of all these aspects, it can be concluded that family is the first step in the process of socialization.

**Peer group:** The Peer group is the child's own friends and equals with similar drives, motives and interests. Peer groups are social groups that influence the behaviour of their members. Traditionally, brothers, sisters and people in the community are sources of an informal education of the child. Peer groups can have either negative or positive impact on a child's life. A child has to exercise care in the choice of the peer groups to belong

**School:** The school is another important agent of socialization. It socializes the child, gives him the opportunity to manifest his qualities, potentialities, capabilities, instincts, drives and motives and helps to develop his personality. In the school, the child is disciplined; he is aware that disobedience brings immediate punishment but too strict a system of discipline restricts

**3. What is the meaning of educational sociology? Explain nature, scope of education sociology?**

**Ans.** The Middle 20<sup>th</sup> century educational sociology developed as a branch of applied sociology. In India, in 1960 the NCERT and the Indian association of sociologists organized a seminar in which several papers were presented which were related to the problems of education. This was the beginning of educational sociology. In India Oita way's view, "Educational sociology is the scientific study of the relationship between education and society."

Roucek's view educational sociology is sociology applied to the solution of fundamental educational problems.

**Nature of Educational Sociology:** Nature of educational sociology has four concepts. They are

1. Education
2. Society
3. Sociology
4. Science or discipline.

**1. Education:** In contrast to traditional pedagogy, the subject of educational sociology is the broadest concept of education.

**2. Society:** Educational sociology has two main field of study, namely education as society and education in society. Education in society is further classified into the two subfields. 1. from society to education 2. from education to society.

**3. Sociology:** Educational sociology studies education sociologically.

**4. Science or discipline:** educational sociology should be recognized as an established field of science.

**Scope:** Day by day educational sociology scope is increasing:

\* The function of educational sociology from this angle is becoming unlimited.

\* Educational sociology is the application of sociology to education problems.

\* Scope of educational sociology is becoming unlimited.

**4. Explain different agencies of socialization?**

(Or)

the child's mental growth and may even drive him into criminal activity. Besides, the cultural programmes of the school also help to refine his attitudes. The school is also expected to transmit knowledge and skills to the learners to be able face life's challenges and for sustenance.

**Religion :** Religion might be described as a reflections of man's attempts to explain those aspects of his environment which he cannot understand. Except in terms of the super natural-what is the purpose of life? What happens to people when they die? In our society as in many others, people's religious beliefs are founded on the idea that God is the supernatural power responsible for the creation of life. They believe that God had a purpose when he created the world and that this purpose has been explained by the prophets who came it to the world to tell people how they should behave in order that God's purpose might be achieved. For this reason, religious beliefs give rise to certain types of behaviour.

Religion is therefore a whole way of life and not just something that believer can take up or put down as the fancy takes them. People who share the same religious beliefs will also hold the same attitudes and opinions, and will behave in the same way. Thus, religious institutions help in the socialization process of its members.

The religious leaders like shankarachary's, maharishis, caliphs, mullahs or pastors are expected to demonstrate a high level of morality to serve as role models to their followers. It is also worth while to preach the authentic facts in their written liturgies and not the manipulations to suit their personal interest and desires.

**Mass media :** The mass media as an agent of socialization have their own technical characteristics. There are two major types namely, "Print and Electronic". The different media largely because of technical characteristics are used in different ways by children and hence different types of messages are passed through mass media. Children need to be guided in the usage of their leisure hours in the patronage and utilization of mass media to discourage cultivation and learning of negative ideas.

**5. Explain the role of teacher in socialization process?**

**Ans. Role of the Teacher in the Socialization:** The teachers can exist a great influence on the child in inculcating attitudes and values of socialisation in various ways. The first step is that they should give due respect to the personality of the child. They should encourage the children to mix up in inter-caste rather than intra-caste and inter-regional rather than the intra-regional groups. They should not show any favour to the students belonging to upper class. They should try to understand the limitations of the students of the backward classes. Any impression of discrimination should not be allowed to develop in the minds of the students. They should always impress upon the students that there are no high or low castes. They should encourage the students to develop friendship without any class bias. They should refrain from projecting their class images on the students. They must make all possible efforts to provide a healthy social environment in which students imbibe desirable values of equality, freedom, patriotism, etc.

In conclusion, essential conditions for making the process of socialization most effective in the school are:

1. A democratic social climate in the school.
2. Effective inter-personal relationships.
3. Motivating teaching-learning situations.
4. Harmonious school-community inter-relationships.
5. Student involvement and participation in school management.
6. Rich programme of co-curricular and group activities.

**6. Explain the impact of socialization on education?**

(Or)

**Write the Impact of Sociology on education Sociology??**

**Ans. Impact of socialization on education:** Socialization and education are interrelated and one influence the other without education there is no question of rapid socialization in other words education becomes meaningless if it does not support socialization. Socializing the student is the main object (or) motto of the education. Education starts with the birth of the individual and continuous till this death. In a similar way

socialization will also flow continuously in the life of the individual education is the main part of socialization. It shows more and more impact on socialization. Let us explain the effect of socialization on different educational aspects.

1. **Educational aims:** The direct effect of socialization will be more on educational aims. The scope of educational aims is very greater and it makes the individual to achieve social aims by feeling respect to the society.
2. **Curriculum:** By the effect of socialization a change will take place in the curriculum. The new curriculum will give scope to the children to attain socialization according to the social aims. Preparation of curriculum considers the knowledge and skill aspects of the individual.
  - a. Curriculum most reflect social and moral values.
  - b. Curriculum must be planned and prepare for the all-round development and growth of children.
  - c. Co-curricular affective must be planned in the curriculum to inculcate social and mutual values among the students.
  - d. Student must be trained with respect to the regular changes in the curriculum.
  - e. There must be a scope to understand human relations.
3. **Teaching methods:** Because of the effect of socialization new teaching methods which are helpful to the society will come in the existence. In order to achieve educational aims and objectives, among, students to inculcate democratic attitude among them new teaching methods should be incorporated in curriculum. Importance must be given to the new and modern teaching methods like project methods, problem solving and heuristic methods.
4. **Teacher :** Teacher must have a positive attitude towards socialization he has to guide the students towards socialization teacher must have the skill of explaining the social and educational aims. Because of the effect of socialization the personality of the teacher will influence the personality of the students.

## UNIT - 2 CULTURE AND EDUCATION

1. What do you mean by culture? (Or) Define Culture.

**Ans. Meaning of Culture:** By Culture we mean the system of norms and standards that a society develops over the course of many generations and which profoundly influences the everyday behaviour of people in that society. More simply, culture is as people do. It is that complete whole which includes knowledge, belief, customs, art, morals, law and any other capabilities and habits acquired by man or a member of the society. Ottaway Kleberg defines culture as a way of life.

The term culture has been derived from the verb cultivate and its noun is cultivation. As such culture means to refine or to civilize. It is refinement of the individual as a result of cultivation. It also means to civilize man. The purpose of culture is to give to the society by conscious process of learning and experience, patterns of behaviour which are found useful for a harmonious existence and smooth functioning in all occupations and interactions and thereby ensure individual and group survival and perpetuation. It is the integrated social, biological, and ethnic, modes of behaviour of a group or a society. It is implied that even the possession of ideas, attitudes, values etc. from culture.

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

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

### Culture - Definitions

- ◆ "Culture is that complex whole that consists of everything we think, do and have as members of society - **Bierstedt**"
- ◆ "A culture is a common way of adjustment of man to his natural surrounding and his economic needs" - **Dawson**
- ◆ "Culture consists of all effort at adjustment" - **Blumenthal**
- ◆ **Allport defines** " Culture is the ground from which the personality emerges.

### 2. Explain the characteristics of culture? (Or)

#### Write the Characteristics of Culture.

- **Ans:** The word culture with its Modern technical or anthropological meaning was established by "Taylor in 1971 and several of its characteristic were identified:

#### CHARACTERISTICS OF CULTURE:

Analysis and interpretation of the concept and meaning of culture from different angles results in some basic characteristics of culture, which are enumerated below:

1) **Acquired Traits:** Culture is not biologically inherited from parents rather they are the sum total of socially acquired traits resulted out of learning, imitation, social contact etc Being the behaviour of thought and action, the culture is acquired through interaction. Besides those factors language is used as a means of transmitting the cultural heritage which brings stability and progress of mankind in the society. The acquired traits which is resulted out of the experiences contribute to the formation of personal culture.

2) **Cumulative:** The culture that we experience to-day is the result of cumulative effects of centuries together. Hence chronological development of mankind is the historical background of the present culture. Development of communication of ideas, values, heritage through language have passed many stages. In ancient times it was through prayers and hymns the heritage were passed from one generation to other generation. With the passage of time man learnt to write down his idea, values, heritage etc. the concept of writing was evolved from pictography and from heliography to phonetic script.

With the advancement of science and technology, the next means of preservation and transmission were carried out through printing, films, video etc. hence, printing and video result out of cumulative effects of long practices that each generation contribute to the successive generations. The same is applicable in the field of art, music, sculpture, dance, food habits, where every generation with the preservation of old adds something new and substantial.

3) **Ideas are the basis of culture:** Man is the measure of all things. Within man brain/mind is the functional unit. Mind explores different phenomena and finds out the cultural basis which are later on reflected in our activities.

4) **Distinct Entity:** The different societies of the world have their distinct cultural patterns which in turn establish different identities of different nations.

5) **Culture is preservable/conservable and transmittable:** Every nation is proud of its preserved cultural heritage. Hence, it is essential part of each nation of continue its tradition for its survival. If it is not preserved then the nation would have lost its knowledge and experiences required to the progress and prosperity of the successive generations. With the advancement and complex nature of the society it is necessary and worth-while to conserve the cultural heritage and to transmit it so that the forthcoming generations will be benefitted out of its experiences to build a new, progressive and successive generations.

6) **Culture is dynamic:** Since culture copes with the changes of forthcoming generations it is never static rather it is ever growing and ever developing. Changes in culture are necessary and desirable at the same time some elements are compelled to change due to changes take place in science and technology. The overall change is reflected in attitudes, religious beliefs, traditions, food habits, style of dress etc. the modes of cultural changes are also not even. The necessary and desirable changes are bound to bring earlier to eradicate wrong traditional and cultural beliefs, ideals and values of life. The rapid means of communication and transport in one culture invades the other

linked to the ideas of the western world, whereas the communitarian culture is linked to non-western countries. Cultures change continuously and sometimes they change more quickly than people realize.

**3) Neutral versus emotional :** In a neutral emotions are controlled, whereas in an emotional culture emotions are expressed openly and spontaneously. In an emotional culture, however, this behaviour is allowed. When people from a neutral culture do business with people from an emotional culture, they could be deterred by the other person's behaviour. A good preparation and taking someone's culture into consideration will prevent awkward situations.

**4) Specific versus diffuse :** In a specific culture, individuals have a large public space, while they share easily with other people. They also have a small private space which they share with good friends and close associates. People often approach each other informally in both the public and private space.

In a diffuse culture the public space and the private space tend to be interwoven. People in a diffuse culture will therefore protect their private space because this will provide easy access to the public space. People from a diffuse culture attach great value to formality.

#### 4. Explain the concept of cultural lag?

**Ans.** The word lag means to fall behind, to move slowly.

Cultural lag may be defined as the degree to which certain aspects of culture lag behind the changes compared to other related aspects. All the aspects of the culture are not changing or are not expected to change at the same rate. Since there is co-relation and re-adjustment among different aspects and when all the parts of the modern culture are not changing at the same rate as changes occur in various co-related parts, it is called Cultural Lag.

A cultural lag occurs when the different aspects of the society fail to adjust themselves to changes affected in some of its parts. For an example: with the rapid expansion of scientific enquiry, investigation, advancement and progress in material aspects of culture taking places significantly. On the other hand, the non-material aspect of culture i.e. changes in ideas, beliefs; value systems have been left far behind. The most common example of

culture. Culture, therefore, penetrates, inter-penetrates, changes and grows. Therefore, one is bound to change his/her behaviour on the basis of others so called developed culture.

**7) Culture has diffusion:** Culture cannot only be transmitted from one generation to another generation rather from one group to another group for over a number of generations. Hence, one group accepts, imbibes, directly or indirectly the cultural patterns from another group e.g. when English people entered India, we were bound to accept a lot from English or European culture. Now also some of the English or European culture have become the part and parcel of Indian culture.

**8) Attitude is the basis of conveying and accepting the culture:** The cultural pattern of a nation/state is transformed to another nation/state. Provided they have got similarity in their attitude.

#### 3. Explain the concept of dimensions of culture?

**Ans: Dimensions of culture :** Fons Trompenaars is a Dutch cultural theorist, specialized in cross-cultural communication and international management. Trompenaars is the best known for his cultural dimension theories, presented in his best-selling book "Riding the Waves of Culture, Understanding Cultural Diversity in Business". Trompenaars's model may be used to understand people from different cultural backgrounds better by helping prevent misunderstandings.

There are seven concepts in Trompenaars's seven dimensions of culture and they are as follows.

**1. Universalism versus Particularism :** In Universalist culture ideas can be applied anywhere and there is always a definition that can be used to determine the distinction between right and wrong. Standards and values are important and can only be departed from after consultation.

In a particularistic culture, members believe that it the circumstances that determine how ideas can be applied in practice. Personal relationships and obligations play an important role when making ethical decisions.

**2. Individualism versus Communitarianism :** Individualism sees human beings as individuals, whereas communitarianism characterizes humanity as being part of a group. Fons Trompenaars says that the individualist culture is

cultural lag lies with prevailing economic system of our society i.e. the replacement of rural economy by industrial economy. The work which had been carried out by human labour is being done by machines. The religious and social structures are not keeping proper pace with changes in the economic structures. The vast gap which exist in between material and non-material culture, the religion and social structure, norms, values, economic system etc., are the aspects of cultural lag.

Education, as an instrument of social change, social control, and planner of future society acts as the sole agent of bringing social and cultural lag. As a force it develops within the individuals or people of the forth-coming generation to face the problems and issues of non-material culture to cope with the progress and prosperity of material culture/modernization.

An example of cultural lag is the dress code of orthodox Muslims that women should cover their whole body including face when they go out. On the other hand, many educated young men and women wanted freedom of dress. Youngsters come into contact with people wearing different types of dress for comfort and fashion also. Naturally, dress which is an element of material culture is fast changing, but the non-material cultural value of segregation of sexes does not change easily and it lags behind. The related dress for comfort and fashion. This and a few other values together resulted in Islamic fundamentalism. Sometimes some cultural groups and nations combine this with economic and political differences to create destabilisation. Cultural differences and lag in these areas will lead to tensions, conflicts and wars. Extremism in Kashmir is another example for evil effect of cultural lag.

**5. Explain the cultural pluralism?**

**Ans.** The Ideology of cultural pluralism is widely accepted among progressive nations today. Cultural pluralism advocates that each ethnic group in a nation should retain its cultural identity but within the boundaries of a unifying national culture. In other words, the first commitment of every citizen is ideally to the good of the India, but beyond that, in matters such as food, family, religion and so on, individuals can retain their ethnic types. Some sociologists thought that in this manner people can contribute much more to society, just like a curry which tastes better than any of its ingredients, though the ingredients have their own value.

- ✦ It is a characteristic of accommodation.
- ✦ It is natural characteristic of human society.
- ✦ In cultural pluralism generally we seem that in a society, there are sub sections of society and minorities to protect their identity.

**6. Discuss the impact of culture on education? (Or) Write the Impact of Culture on Education.**

**Ans.** Culture influences education. These are some of the aspects of education influenced by the culture.

**I. Culture and Aims of Education:** The aim of education is very much influenced and determined by the prevailing cultural pattern of a society. Culture exerts direct and positive influence over ideals, and values of life which are directly responsible in determining the aims of our life and aims of education respectively. Hence culture of a society is determinant of aims of education.

**II. Culture and Curriculum/Text Book:** Aim of education is the determining factor of syllabus or curriculum. The aim of education is determined by the prevailing culture. Hence, the curriculum is the direct outcome of the ideas, ideals and values of culture of the preceding societies. The systems of education of any country try to reflect and realize the cultural needs, values, ideals etc. of the prevailing society through the curriculum. Therefore, culture is the guiding star to the theory, practice, activities and programmes of education.

**III. Culture and Methods of Teaching:** Changing cultural patterns exert its influence over methods of teaching. The methods of teaching, in now a days, are no more teacher-centered, stereo-typed or traditional rather it is child-centered. This has replaced the method rote-learning, memory, mechanical cramming and artificial method of study. The modern methods are very much psychologised now. The natural interests, desires, impulses, aptitudes, needs, inclinations, potentialities etc. of the children are fully considered to reinforce natural learning, experiences, activities and programs that can bring a significant and permanent change within the behavior of the learner. In this way education has become more effective by following technological principles as effective methods of teaching to elicit

expected behavioural changes as per social needs and cultural demands of our society.

**IV. Cultural Discipline:** The prevailing culture of a society influences the discipline. Due to changes brought out by the cultural pattern, the concept of discipline has had been changing. We are no more using the repressionist or authoritative measures of discipline as was used during ancient and medieval ages. As per prevailing democratic principles of modern age every country believes on the concept of self discipline or discipline from within (emancipatory, impressionistic).

**V. Culture and Educator:** The educator is the agent of the society to exert its influence over the educand. The educator invites the higher cultural ideas and moral values of society and infuses those within the educand. The teacher, therefore, is an agent of cultural infusion of a society.

**VI. Culture and School:** Every society establishes formal institutions to carry out its function which is called as schools. School is a miniature society and is the representative of the society. The school programmes are organized according to the cultural ideals and values of the society. School is, therefore, the agent of promoting, enhancing, moulding, reforming and developing the cultural patterns of the society.

**7. Write the role of education in preservation, transmission and promotion of culture?**

**Ans.** Establishment of relationship between culture and education is incomplete if influence of education on culture and vice-versa is not discussed. The reason being both exerts significant influence over each other.

The prime function of education is develop the intellectual aspect and to enable the individual to imbibe the cultural and social heritage of the human race most effectively, systematically and in less time. "Education, in the words of addition, when it works on a noble mind, draws out to view very latent virtue and perfection". Although education reflects the social, cultural and political conditions of society yet it never imposes the values, ideal and social norms, and cultural patterns, political ideology of the society blindly as it is. Rather it brings necessary changes and modifications after evaluating its merits and demerits. Those elements of culture are modified and ignored that brings harm to

mankind as a whole. Kandel has rightly said "the schools exist to accelerate the impact of the essential aspects of culture which prevails in the society". In the words of Brembech, "education is corrective for cultural ills".

**Education and Cultural Preservation:** Every society, nation and country is proud of its cultural heritage. The distinct cultural heritage is to be preserved in its original form. Since time immemorial education is conceived as a means of systematic and objective preservation of cultural heritage. The preservation of culture by education lasts longer to be used by the successive generations.

**Education and cultural transmission:** Without transmission and physical reproduction, preservation of culture is of no value. Therefore, apart from preservation of culture and education deliberately transmits the cultural heritage of a society and its accumulated knowledge, values, skills from one generation to another generation through formal institutions and other related institutions. Ottaway, the famous sociologist reveals that "the function of education is to transmit the social values and ideals to the young and capable members of society".

**Education and Cultural Development:** Developments brought out by science and technology have thrown the old ideas, values, norms etc. away from modern civilization. Significant changes are, therefore, highly desirable in inculcating new ideas and attitudes among the younger generations and hence desirable changes are required to bring about in the existing culture for the progress and continued development of the society. Education, by research finding, deeper investigations, acculturates individuals, modifies accumulated knowledge, skills and values which are required in all the areas of human development. Education does not simply modify the culture rather it adds something substantial along with the preserved culture without destroying its real essence or values.

## UNIT - 3

### SOCIAL CHANGE AND EDUCATION

#### 1. What is social change? What are the factors that determine social change?

**Ans. Meaning of social change :** Social change is a continuous process, which may be very slow or rapid; the conscious efforts of some thinkers give it a joint sometimes. Changes in the structure and functions of the family, the school, the laws of marriage and inheritance, labour, regulations and others.

#### Definition of Social Change

- ◆ "Social change is a term used to describe variation in a movement of social progress, social interaction or social organization" - Jones
- ◆ "By social change is meant only such alternations as occur in social organization, i.e... the structure and functions of society". - Devise
- ◆ "Moreover there are springs of change that lie deeper than direct or the indirect results of man changing relations to his environment". - Mac Iver and Page
- ◆ "Social changes refers to a pattern of social relationship in a given social setting, which exhibits change over some definite time". - Miller, D.C.
- ◆ **Factors that Determine Social Change :** Social change is a continuous process. "The social structure is subject to constant change, growing, decaying, finding renewal, accommodating itself to very variant conditions and suffering vast modifications in the course of time(Machver). Change in one aspect of the society affects the other aspect. For example, change in political system affects religious and economic aspect of the society. Several factors are responsible for these changes. The factors of social change can be classified the following:
- ◆ **Physical Environment:** Human beings have experienced

that change in physical environment changes the society. Change in physical environment of a particular country can change the society. For example, flood, drought and earthquakes can bring about radical changes in food and clothing, houses and ways of earning a living of the people. Geographical and environmental factors like the climate, topography means of communication, availability and nonavailability of resources have a permanent impact on the life and culture of the people. If the physical environment is wholesome and helpful, people lead a happy and contented life. If there is any obstruction, reverse becomes the case. Therefore, pattern of life of the people differs from country to country and place to place.

- ◆ **Science and Technology:** Social change occurs through the interaction of technological techniques and social values. Both are essential for social change. Both techniques and values change and it is their interaction which determines the nature of a society at a particular time. So far as social change is concerned, we cannot think of one independently of the other. The society depends on both and they are inseparable.

- ◆ **Cultural Diffusion:** A society, which is isolated from outside contact, becomes static and those which develop relationship with other countries and acquire new cultural elements, becomes dynamic. This is known as cultural diffusion. It is responsible for the development of western civilization. Many people feel that western civilization originated and developed in Europe. But it has been proved by the historians that they borrowed things from different countries of the world and then influenced others.

- ◆ **Role of War in Social Change:** Events in history prove that the two world wars have changed the political and economic ideologies of the people. As an agency of social change, war brings new values and problems. War also leads to transfer of population from one place to another. This transfer and migration cause a lot of economic and political problems, which lead to social change.

◆ **Impact of Ideas and Ideologies:** In every age ideas and ideologies have proved to be powerful instruments of social change. The world famous revolution in France (1769) was the result of the ideas like "Liberty, Equality and Fraternity". Besides this, ideologies like socialism, communism, fascism, democracy, secularism, humanism etc... have a very powerful influence on the changing pattern of society.

2. **Give the meaning of modernization? Explain the attributes of modernization?**

(Or)

**What are the attributes of Modernization ?**

**Ans. Modernization meaning:** The root of the word modernization is from the Latin word "modo" meaning "just now". In keles describes modernity as a kind of mentality less tied to time and place and things and more to a state of mind.

Modernization is a total transformation of a traditional or pre-modern society into the types of technology and associated social organization that characterized the "advanced" economically prosperous and relatively politically stable nations. "Modernization is the process by which individuals change from a traditional way of life to a more complex. Technologically advanced and rapid changing style of life.

**Definitions: "Modernisation from a psychological view point of self-reliance and achievement orientation as essential traits of modernisation.**

- David Me Clelland.  
**Arnold Andurson- stresses the importance of skills and spirit of creativity in modernisation.**

**"A movement in which all the nations of the world converge and eventually become industrialised societies"**  
- social scientists".

**Attributes of modernization:** Modernization concept, process are analyzed by Coleman (1960), McLlelland (1961) Daniel Learner (1962) etc gave the following attributes of modernization.

1. Empathy 2. Mobility 3. Higher participation 4. Interest articulation 5. Institutionalized political competition 6. New attitudes 7. Faith in change 8. Rational ends and means 9. Achievement orientation 10. Long term planning 11. Political, economic and social discipline.

Along with above attributes, the individuals of the society will be having

1. Critical analysis 2. Scientific attitude 3. Rational thinking 4. Desire for identity 5. Objective reflection

3. **Define social stratification? Explain the characteristics of social stratification?**

**Ans. Social Stratification :** The term 'stratification' is derived from Geology. Just as a Geologist finds layers in the earth, a sociologist finds layers in social life. He finds that groups of people within a society are related to each other in unequal terms, for example rich and poor, higher caste and lower caste, upper class, middle class and lower class, rulers and the ruled or the elders and youngsters or men and women.

Every society is characterized by a hierarchy of rank. In sociology this is referred to as social stratification. Social stratification is a system for ranking individuals in different levels, on strata, of prestige or status. Social stratification is thus a system which ranks the social groups into relation of superiority and inferiority in status on the basis of a set of norms.

Generally, the norms of social stratification are based on caste, class, race and ethnicity (slavery), power, nationality etc.... The term stratification refers to arrangement of layers i.e.: grouping of people into superior and inferior positions with different access to power and privilege.

**Social Stratification - Definitions**

Social stratification has been defined by the sociologists in the following way:

◆ "The process by which individuals and groups are ranked in a more or less enduring hierarchy of status is known as stratification". - **Ogburn & Nimkoff**

◆ "Social stratification as an arrangement of any social group

or society into a hierarchy of positions that is unequal with regard to power, property, social evaluation and psychic gratification". -**Tumin, M.**

"Social stratification is division of society into permanent groups and categories linked with each other by the relationships of superiority and subordination". -**Gilbert**

"Social stratification is vertical division of society into higher and lower social units". -**Murray, R.W**

"A stratified society is one marked by inequality, by differences among people that are evaluated by them as being lower and higher". -**Lundberg**

#### **Agents of Social Stratification**

1. The Family 2. The School 3. Occupation

#### **Stratification - Approaches**

There are two approaches to the study of stratification.

#### **1. Conflict Approach**

According to Karl Marx in all stratified societies there are two major social groups: a ruling class and a subject class. The ruling class derives its power from its ownership and control of the forces of production. The ruling class exploits and oppresses the subject class. As a result there is a basic conflict of interest between the two classes. The various institutions of society such as the legal and political system are instruments of ruling class domination and serve to further its interests. Marx believed that western society developed through four main epochs - primitive communism, ancient society, feudal society and capitalist society.

Weber sees class in economic terms. He distinguished the following class grouping in capitalist society:

1. The propertied upper class.
2. The property-less white collar workers.
3. The petty bourgeoisie.
4. The manual working class.

#### **2. Functionalist Theories**

Talcott Parsons believes that order, stability and cooperation in society are based on value consensus that is a general agreement by members of society concerning what is good and

worthwhile. Stratification system derives from common values it follows from the existence of values that individuals will be evaluated and therefore placed in some form of rank order. Stratification is the ranking of units in a social system in accordance with the common value system. Those who perform successfully in terms of society's value will be ranked highly and they will be likely to receive a variety of rewards and will be accorded high prestige since they exemplify and personify common values. According to Kingsley Davis and Moore stratification exists in every known human society.

#### **Social Stratification - Characteristics**

1. Stratification is dynamic.
2. Stratification is historical.
3. Stratification is universal.
4. Stratification is social.
5. Social Stratification is an ongoing process of differentiation.
6. Social stratification is an institutionalized form of social inequality.

**Education and Social Stratification** : There are a number of studies on the relationship between education and social stratification. Most of them show how access to education and educational achievement are affected by one's socioeconomic background. Literature in this area of sociology of education deals with broadly three issues.

1. Caste, Class and Education.
2. Women's Education.
3. Education of the poor and slum-dwellers.

#### **4. What do you mean by social mobility? Describe the various types of social mobility?**

**Social Mobility** : Individuals are recognized in society through the statuses they occupy and the roles they enact. The society as well as individuals is dynamic. Men are normally engaged in endless endeavour to enhance their statuses in society, move from lower position to higher position, and secure a superior job from an inferior one.

For various reasons people of the higher status and position may be forced to come down to a lower status and position. Thus people in society continue to move up and down the status scale.

This movement is called social mobility. In fact, it is an inseparable aspect of social stratification system because the nature, form, range and degree of social mobility depend on the very nature of stratification system.

### Social Mobility - Definitions

- ◆ "Social mobility is the movement of a person or persons from one social status to another". - **Wallace and Wallace**
- ◆ "Sociology is the movement of an individual or group from one social class or social stratum to another". - **Scott, W.P.**
- ◆ "By Social mobility is meant any transition of an individual from one social position to another in a constellation of social group and strata". - **Sorokin**
- ◆ "Social mobility is any change of person or value from one social position to another". - **Good, C.V.**
- ◆ "Social mobility is the movement of persons from one social group to another social group". - **Child, F.**
- ◆ "Social mobility is movement of person, group or category from one social position or stratum to another". - **Giddens**

### Types of Social Mobility

Sorokin has mentioned two types of social mobility.

#### 1. Horizontal Social Mobility

Horizontal mobility is a change in position without the change in status. It indicates a change in position within the range of the same status. For example when a rural labourer comes to the city and becomes an industrial worker or a manager takes a position in another company there are no significant changes in their position in another company there are no significant changes in their position in the hierarchy.

#### 2. Vertical Social Mobility

Vertical mobility refers to the movement of an individual or people or groups from one status to another. It involves change within the lifetime of an individual to higher or lower status than the person had to begin with. For example, i.e., if an industrial worker becomes a business man or lawyer he has radically changed his position in the stratification system.

A distinction is made between horizontal and vertical social mobility. The former refers to change of occupational position or role of an individual or a group without involving any change in its position in the social hierarchy; the latter refers essentially to changes in the position of an individual or a group along the social hierarchy.

### 5. Write the impact of social stratification on education?

**Ans.** In Indian society stratification may be mentioned along three lines.

- a) **Stratification on caste basis:** Education enters into the picture of stratification in this country is active more as a divisive force than the cohesive one. It is through education that the problem of stratification is now being sought to be solved.
- b) **Stratification on status base:** Status base old model has to be changed through education into a model of the open system in which the only restrictions upon the movement in and out positions are determined by the abilities of the individual himself.

### c) Stratification on Economic Class basis:

Improvement in economic status develops self respect, improves life style. Education which is intended to promote social mobility should give a strong content of productive activities.

### 6. Write the role of education in social mobility?

**Ans. Social mobility and Education-** Education plays a very vital role in social mobility. This is more true in case of upward social mobility. Education helps upward social mobility to a very great extent. The basic job of the education is to develop in the individual such qualities as to enable him to make all round development. This would also help him to work for improvement of a social position. That is why it is said that education is very helpful in upward or vertical social mobility. M.S.A. Rao while writing "Education, social stratification and mobility" has said that:

"The level of aspiration of the student is influenced to a great extent by the occupation of his father. These students from

lower class in the rural background did not have lower aspirations an level than those from an upper class in the urban background.."

"When students from lower strata get highly educated, they only clarify this to get more remunerative jobs, thereby raising the economic level of family but contribute to heightening of its prestige."

**Education is helpful in social mobility in following ways:**

**i. Improvement in ideas and thinking:** Man achieves progress as a result of improved ideas and thinking. This improvement is brought about by education. Today Indian has achieved improvement to a very great extent by improvement in ideas.

**ii. Social adjustment:** Through education one is able to know about the new developments in the society and adjust accordingly. It is a means to socialisation which is nothing but another name for social mobility.

**iii. Creation of useful citizens:** As a result of education, people got adjusted to the changes in the society. This is a good feature because such men are useful for the society.

**iv. Inculcation of the desire for progress and improvement:** Education is responsible for generating the desire to make progress and doing away with the weakness of the society. Education not does away with the ignorance but also bring the change in the society. All this is responsible for the social mobility. This can every well be seen from the conditions in India. Western Education has changed the Indian Society to such an extent that sometimes it is impossible to recognise this mobility.

**7. "Education is a facilitator of social change" - Explain?**

**Ans.** The role of education in any social change is crucial from several points of view. Firstly, education must produce a readiness on the part of the people to work for social change. Hence any effort either by the Government or by voluntary agencies must prepare a ground for possible social changes. If this is properly done, there is little possibility of opposition and conflict.

Secondly, education must be planned in a manner which is in keeping with the aspirations and needs of the people as a whole. In other words, what will be the nature of social change, how much it will affect the life of the people, what the people have to give up and accept something new in its place, are some of the questions which must be properly answered by the system of education geared to the needs of planned social change.

It has been observed that in certain developing societies due to great zeal for social change, social institutions like the family have suffered quite a lot. The family traditions have been ignored so much so that the joint family system has been broken in the name of the dignity and the status of the individual. The old and the aged parents have to live seperately when the young son becomes employed and has his own family. This has created problems not only for old parents but also children in the family.

Previously young children were receiving love and affections as well as guidance from their parents. Due to breaking of the joint family system young children are either looked after by maid servants or by their young parents, who have little experience in child care.

Hence it is necessary that we should not copy the family system prevalent in the west in name of modernization but try to keep some of the salient features of our joint family system so that there is a continuity of cultural heritage as well as provision for support to the old and age the in the family.

It is through education in the family which is both of informal and formal types that the individual acquires his primary and secondary values of life. Parents teach their children what are the desirable things to be one in social life. Hence the role of family as agency of education can be ignored only at our cost; family is perhaps the most powerful agency of socialization, acculturation and non-formal education. We can utilize the institution of family in bringing about desirable social change if we at the same time keep in view its education role.

I do not stand for preserving the outmoded functions of the family or its zeal for preserving such old religion cultural values as have no relevance in modern times. The nature and the function

of the family have to be changed in such a manner that it becomes a powerful instrument of planned social change. It is not an easy task.

It requires not only an understanding of cultural heritage of India but also a deep and abiding faith in the destiny of India with its glorious future. There must be a meeting of the East and the West, of spirituality and science, of higher values and technology. Only then we can have a new society with new social dimensions and a new individual with social, national and universal consciousness.

**8. Discuss social networking, social cohesion and education?**

**Ans.** Different people with different situations or background combined to form a group termed as social cohesion.

**Social networking:** Social networking helps in increasing relationships Facebook, twitter, YouTube, blogs will increase network an effects social relationships.

**Social relations and uses of social networking in education:** Social networks will improve Relations Universaly. As a result of social networking people from different parts of the world can communicate and take decisions by discussions. Knowledge has been improved by networking; universal education information is easily accessible through networking. Teaching techniques can be improve with social network creativity will be improve; relations are established between the groups because of social networking.

**Hazards (or) De-merits:** Traditional methods are dis-appeared as a result of social networks. \* Shows adverse effects on social relations. \* Moral values are degraded. \* Self learning is reduced because of social networks. \* Behaviour of people changed drastically.

**Social Cohesion :** Social cohesion is a social relation which brings different individuals from different sectors and situations into one unity. It can be identified on the bases of social values and behaviors among the members of the society. Social agreement plays a vital role in social cohesion. Following some standards and having a common understanding for the advantage

and benefits of the society/country is the main aspect of social cohesion. Participating in voting, paying taxes by following some moral values are some examples of social agreements.

There is no need of uniformity or belongingness of the individuals in the society for attaining social cohesion. Different religions, social, academic, financial situations bound the individuals of the society. With this bonding, people of the society acts as a single individual. Rotary clubs, lions club, Red Cross are some of the examples for this social cohesion. Activities of these institutions will bring a common understanding about social cohesion. Members of these organizations are from different sectors of the society, and will bound to some common values and agreements for serving the society. This is an example for social cohesion. Like this many organizations work together to solve the problems of the needy and to help in the achievement of goal of the society. Old age homes, Blood bank, Orphanages, social council centers are some examples of social cohesion.

**Effect of Social Networking on social Cohesion**

1. In general, in a society job opportunities give priority to caste, creed and religion, while social relations form basing on the interests, attitudes and skills of the members of the society. By influencing all the above factors, social networking systems strengthen social cohesion.
2. Because of social networking and media, the problem of sparing a fixed time for maintaining a friendship group is solved. Moreover by using fast growing technology, each one is maintaining heartfelt relations by sending emails, messages and such others.
3. Present day youth are using technological skills for getting the knowledge and establishing new relations in international standards.
4. Problem of language and communication is now reduced because of social networking system. People of rural area are also in a position to mingle with urban people.
5. Social Networking systems are bringing peer group relations and social justice among them.

## UNIT - 4 DEMOCRACY AND EDUCATION

### 1. Define the concept of democracy? Write the principles of Democracy?

**Ans :** The term Democracy is made of two Greek words. "Demos and Kratein which means public and Government". Democracy therefore, means the rule of the public. Democracy means "Majority rule". The philosopher plato contrasted democracy, the system of "rule by the governed", with the alternative systems of Monarchy, oligarchy (rule by a small elite class) and timocracy. Democracy means rule of the people.

#### Definition of Democracy

To make the concept of democracy more clear, following definitions are being adduced -

- 1) "A government by the many." - **Aristotle**
- 2) "Democracy is the form of government in which the ruling power of the state is legally vested not in any particular individual or class but in the members of the community as a whole."
- 3) "Democracy is a way of life and not a mere political arrangement. It is based on the principle of equal freedom and equal rights for all regardless of race, religion, sex or economic status." - **Radha Krishna University Education Commission.**
- 4) "Democracy is a government in which everybody has to share." - **Seely**
- 5) "Democracy is a way of life and a way of life means a determining influence in every area of life." - **Bode**
- 6) True democracy refers to - "The progress of all, through all under the leadership of the wisest and the best." - **Mazzine**

**Basic Principles and Values of Democracy :** The success of democracy is not judged and evaluated by the establishment of legislative bodies and other constitutional and legal agencies of administration, but by the application of

democratic principles and democratic values in human life and in all areas of human activity. Basic principles and values of democracy are the following -

#### Basic Principles of Democracy

The following are the basic principles of democracy -

- 1) **Freedom** - Freedom is the soul of democracy. In the absence of freedom, an individual will not be able to develop all his capacities to the fullest extent. Hence there should be complete freedom to an individual to think in his own way, to speak out what he wishes, to discuss, to advise and to criticize freely in his own individual way. Then only, it will be possible for him to develop his personality to the maximum extent. Here it must be noted that the real concept of freedom does not mean arbitrary conduct, uncontrolled behaviour, indiscipline and working contrary to the good of other fellow beings. With the right of freedom goes the duty of respecting the similar freedom of others. The two are complementary and inseparable. Thus freedom, in the true sense of the term means freedom to develop in cooperation with others so that all develop with the joint efforts of all to the good of the whole society.
- 2) **Equality** - Democracy envisages equality of all irrespective of colour, caste, creed and sex. Each individual should be free and be able to avail equal opportunities to develop his individuality to the full. This does not mean same or similar opportunities for all. The principles of individual difference is a fact and contains truth. According to this principle equality means that each and every individual is provided with adequate opportunities to develop his individuality to the fullest extent according to his interests, aptitudes and capacities. Thus besides requisite qualifications, one is free to adopt any profession or choose any vocation according to his interests and capacities without meeting any hinderance from any other individual in any manner.

- 3) **Faternity** - The key to real democracy is the feeling of brotherhood and affinity. In democracy, all live in sweet cordiality and co-operative brotherhood. Thus each individual receives

proper respect in society. He has a right to contribute his best to the wholesome development of society as a whole which in turn promotes the development and welfare of all. Since all work shoulder to shoulder in democracy, therefore fraternity is a cardinal principle for the success of a democratic society.

## 2. Explain Need and importance of equality and equity in Education.

### CONCEPT OF EQUALITY AND EQUITY IN EDUCATION

**Meaning :** Equality and equity means equal and fair availability of educational opportunities every individual after elimination of all factors which create inequity and exploitation.

**Need :** The need for emphasizing the equality of opportunity in the education arises for various reasons. They may be cited here.

- ◆ It is essential to ensure rapid advancement of a Nation.
  - ◆ It contributes to the search for talents among all the people of a Nation.
  - ◆ It helps to develop a closer link between manpower needs of a society and the availability of the skilled personal.
  - ◆ Development of Egalitarian Society
- Egalitarian social system means social system which favours the doctrine of equal rights, benefits and opportunities for all citizens. This type of social system is the aim of Indian democracy. Education is one of the instruments which can bring a social change of this type.
- ◆ Upward Social Mobility within and outside the Frame work of Caste.

### Equality and Equity in Education at Various Levels

- i) **Primary Level.** Under Article 85 of the Directive Principle, the State shall endeavour to provide free and compulsory education for all children until they complete the age of fourteen years. It means that, there should be universal enrolment, universal provision of physical facilities and universal retention. The universal enrolment, provision of infra-structure and retention is called as universalisation of primary education. The curriculum

should be based upon basic needs of individual or their should be basic education.

- ii) **Secondary Level.** The equality and equity in education at secondary level is the availability of educational opportunities for individual on the basis of their diversified interests, aptitudes and capacities. Individual differences in all aspects (physical intellectual, social and emotional) are observed at this stage. Another important aspect of equality at this level is the availability of vocational and technical education opportunities besides general education. The population at the secondary level is considered active from production point of view.

- iii) **Higher Level or tertiary level :** The meaning of equality at higher level is the availability of educational opportunities on the basis of merit. There are reservation of seats from the point of view of social equity.

## 3. What are the constitutional provisions for Education. (Or)

### Write about the important educational provisions made in Indian constitution ?

**Ans :** The constitution, which gives certain right and protection to its citizens, has education as one of its important components. It guarantees justice, Freedom, equality and Fraternity to its citizens.

There are several provisions relating to education in the constitution.

**Promotion of Hindi :** Article (351) states "It is special responsibility of the centre to develop the National language that is Hindi so that it many serve as a medium of instruction for all elements of the composite culture of India.

**Free and Compulsory Primary Education :** Article 45 of the constitution states, "The state shall endeavour to provide within a period of ten years from the commencement of this constitution, for free and compulsory education for all children until they complete the age of fourteen years."

**Right of Minorities to Establish and Administer Educational Institutions:** Article 30(i) reads: "All minorities

whether based on religion or language, shall have the right to establish and administer educational institutions of their choice.

**Education for Weaker Sections, Scheduled Castes and Tribes:** Article 15, 17 and 46 safeguard the educational interests of the weaker sections of the Indian community that is socially and educationally backward classes of citizens and Scheduled Castes and Scheduled Tribes.

**Women's Education:** Article 16(i), provides equality of opportunity for all citizens-men as well as in employment or appointment to any office under the state.

**Secular Education:** Article 28(i), "No religious instruction shall be provided in any educational institution wholly maintained out state funds."

**Language Safeguards:** Article 29(i) states: "Any section of the citizens residing in the territory of India or any part there of having a distinct language, script or culture of its own shall have the right to conserve the same."

**Education in Mother-tongue at Primary Stages:** Article 350: "It shall be the endeavour of the state to provide adequate facilities for instruction in the Mother-Tongue as the primary stage of education to children belonging to linguistic minority group."

#### 4. Explain the role of Education and teacher in democracy.

**Ans : Democracy and Education:** "Democratic education can generally be defined as the cultivation of virtues, knowledge and skills necessary for political participation (Gutmann, 1987). In addition, Clark (1990) suggested that democratic education must impart to students "a Generosity of spirit and commitment to the wellbeing of their society". To facilitate these outcomes of democratic education, schools must

propagate a culture of learning that encourages in students a tendency for delving into societal issues, particularly issues that pose political storm and require reasoned, balanced thought when being addressed. Educational institutions must provide time for students to reflect upon issues that impact their lives and lives of others, and students must be allowed to explore and embrace political ideologies that create a foundation for political action.

**Educating for democracy:** The trend of democracy in our culture is reflected in the present system of education in the following ways.

**Compulsory and universal education:** Education in a democratic setup should provide free and compulsory to all to a certain level.

**Equalization of educational opportunity:** The true democratic education demands that education should be the birth right of every individual.

**Child centered education:** Education becomes child centered in a democratic country.

**Academic freedom:** Freedom of discussion of controversial issues in the class room.

**Methods of teaching:** learning by doing and self learning etc. are followed.

**Role of teachers in a democracy:** Teachers should be democratic and human in their outlook, more so in their behaviour. They should be objective that is free from prejudices and favoritism. They have to encourage student-initiative. They have to allow children to put questions and discuss with them, rather, stimulate them to do so.

## UNIT - 5 EDUCATION AND NATIONAL INTEGRATION

1. Write the concept, meaning and need for National Integration.

(Or)

What do you mean by Education for National Integration ?

**Ans :** A Nation is said to be integrated if its citizens, may be belonging to any caste, religion, language and state have feelings of oneness, share each other's joys and smiles and tears and have an interest in the welfare of the Nation as a whole. The according to Kothari Education Commission National Integration Means confidence in Nation's future.

The view of C.D. Deshmukh feeling of belonging to one Nation is essential for the progress of the country. It is especially needed for the success of democracy.

According to C.D. Deshmukh "National Integration is the inculcable pre-requisite for the fulfillment of our democracy.

**Need for National Integration :**

1. **To meet the threat of foreign aggression :**  
"National integration is vital for India's survival, especially at a time when the country is under the perpetual threat of foreign aggression as well as the internal centrifugal forces of regionalism, communism, linguism, racialism, etc."

2. **Essential in view of diversity :** Stressing the need for national unity, especially in India, Nityanand Kanuugo said :  
"National unity is essential for any country and at any time.

It is double so for India in view of the varied composition of her population, the vast distances that separate her different parts, the vastly varying climate and physical features that condition the daily lives and occupations of the people and above all because of the period of rapid change - social, political, economic and

technological - through which she is passing to discover her bearings in the modern world."

3. **Essential for fulfillment of our democracy :**  
Dr.C.D. Deshmukh said, "National integration is the pre-requisite for the fulfillment of our democracy". Otherwise, the fissiparous tendencies in the country may lead to serious consequences.

4. **To meet the challenge of the present times :**  
"A nation is a nation because its people passionately and unanimously believe themselves to be so," National unity is the sacred trust that must be maintained at all costs.

2. **Explain Education as an instrument for National Integration.**

**Ans :** In the words of Dr.S. Radhakrishnan "National Integration cannot be built by brick and Mortar, It cannot be built by Chisel or hammer.

**Recommendations of Kothari Education Commission :** The commission remarks, "Social and national integration is crucial to the creation of a strong united country which is an essential pre-condition for all progress". It further adds:

"In our view education can and should play a very significant role in it by introducing a common school system of public education;

Making social and national service an Integral part of educational all stages. Developing all Modern Indian Languages, and taking necessary steps to enrich hindi as quickly as possible so that it is able to function effectively as the official language of the union; and promoting national consciousness.

The following measures may be adopted to gear education for National Integration

1. **Plea for a National system of Education :**  
Effective coordination between the centre and the states is an essential condition for evolving an effective programme of National system of education.

2. **Curriculum and National Integration :** (Re-designing the curriculum) The following subjects if taught as

suggested will prove helpful in increasing National Unity, National Integration and National solidarity.

- a) Plea for learning different languages Re-orienting Instruction in Social sciences
- b) Teaching of Indian History
- c) Study of Geography
- d) Study of civics
- e) Redesigning the Text book material
- f) The importance of Art, literature and music

**3. Role of Co-curricular activities :** A number of co-Curricular activities can be effectively organised in the school to promote National Integration. Due emphasis should be put on the activities given below.

- a) Celebrating days and Festivals of National Importance
- b) Literary clubs
- c) National and patriotic songs
- d) Celebrating birth anniversaries
- e) Community living programmes

**4.Face to Face contacts :** Face to Face contacts may be developed through the following activities.

- a) Educational tours b) culture exchanges c) Teacher and students exchanges
- d) Religious and Moral education Religious and Moral education support moral character honesty

**3. What educational programmes should be taken up in the schools to promote a spirit of National Integration among the students ?**

(Or)

**Explain the role of school in promoting National Integration ?**

**Ans :** Many committees are proposed to promote National Integration in students. The below are the committees Radhakrishnan commission (1947) Mudhaliar Commission, Kothari Commission has given many recommendations.

The first of the commissions, namely, the Radha Krishnanan

Commission (1947) on university education gave the recommendations.

1. Religious and moral education should be compulsory in the degree course.
2. A course on understanding Indian culture and society should be prescribed for all science students.
3. A course on appreciation of science and technology and for the development of scientific attitude should be prescribed for students in the Arts stream.

The Mudaliar Commission (1952-53) on the recognition of secondary education gave the following recommendations for the promotion of National Integration.

Education should promote appreciation of the cultural diversity and understanding the need for unity and diversity. For this purpose lessons should be introduced in the language, history and science curricula.

Education should help the students to understand that every region depends on other regions and hence regional and national development depends on mutual co-operation and understanding. For this purpose the teaching of economics and geography should focus on this problem.

National integration requires not only knowledge but also change in behaviour and attitudes. For behavioural changes the following recommendations made. These are related to the internalisation of national through practice.

Every school should conduct weekly flag assembly.

The birthdays of freedom fighters, social reformers and religious leaders should be celebrated. The school should not show partial attitude in selecting the birthdays.

Social service by the children should be encouraged by associating school with organisations such as Bharat Sevak Samaj, the Scouts and Guides, etc.

Kothari Commission recommendations

- i) Creating confidence in the nation's future.
- ii) Promoting a sense of equality by an extensive rise in the

standards of living, reduction of unemployment and reduction of regional imbalances.

- iii) Promoting a deep sense of citizenship and identification with the nation.
- iv) Providing equal treatment to every individual both in practice and in principle with an assurance of good and impartial administration.
- v) Promoting mutual understanding and respect among different sections of people.

**Role of the School :**

1. **Reorientation of the curriculum :** the curriculum is to be re-oriented to suit the needs of a secular state.

**Primary state :** The importance of stories, poems and teaching social studies.

**Secondary stage :** Study of language and literature, Moral and religious instruction.

**Higher level :** Exchange of teachers and students also has been recommended.

2. **School uniform :** Schools may have their own preference is regard to colour and pattern.

3. **Taking pledge :** Students should be encouraged to take pledge.

4. **School projects :** School may conduct several projects which improve their general knowledge of the country.

5. **Special talks and celebration of National days :** National days like January 26, August 15 and other should be celebrated in schools with the full participation of teachers, students and community.

6. **Teaching of social studies :** This would impart knowledge of the country and world as a whole.

4. **What is the role of teacher in promoting national integrity in students ?**

**Ans:** Teachers responsibility is to make students as responsible citizens.

**Teacher should follow the below points**

- i) Teacher should practice national integrity. So that students will follow him
- ii) Teach students in an inspiring way to respect and follow national integrity.
- iii) Co-circular activities are conducted in a way to promote national integrity.
- iv) All students should be treated equally irrespective of caste, creed and religion.
- v) Implement the recommendations provided by various commissions to promote national integrity.
- vi) Explain how national integrity is important and how citizens are depend on each other.

**5. What is the role of schools in promoting International understanding?**

(Or)

**Explain the role of school in promoting international understanding ?**

**Ans :** The school, as a specialized agency of education, must accept the Major responsibility of internationalism through education to the child or adult. The following programmes are recommended in schools.

**School Activities :** In schools birthdays of great men and women of the world may be celebrated. International days like the UN Day, the Human Rights Day, the World Health Day, etc., may be celebrated in schools. The organisation of pen-friend clubs, UN societies and international clubs, invitations to foreign visitors, exhibition of films about the world's physical features, modes of living, stamp collection etc. will widen the outlook of the pupils and promote world citizenship. The school should keep the students informed of the latest developments in the world through newspapers, magazines, journals, lectures and discussions.

**Exchange of Programmes :** Exchange of programmes between schools inside the country and other countries could be profitably undertaken. Materials like textbooks, newspapers,

magazines, tapes, records, posters, slides, films, filmstrips, pictures of places of interest, are pictures, information about hobbies, songs, procedures of celebrating festivals folktales etc. may be exchanged between the schools in India and schools in other parts of the world.

**Exchange of Teachers and students :** School should cooperate and actively participate in the programme of sending cultural missions, consisting of teachers, students, scholars, writers, and others to different countries of the world. This will broaden the national outlook of the persons concerned to a great extent and will help in establishing cultural relationship among different countries. Free and frank discussion may be encouraged to minimize misunderstanding and maximize cooperation.

**International Camps :** When students and teachers from different nationalities gather together for common living and common work in international camps, a way is prepared for international understanding. These camps equally help in breaking cultural barriers. They help in creating respect for the cultures and people of different countries.

**Curriculum and Text books :** Through literature and language, the lives of great men can be taught with their philosophy and work. Science will impress upon the students that they have been brought nearer to another. In the same way other subjects like civics, philosophy, music drawing and others are taught with an intention of teaching the concept of world citizenship.

#### 6. What is the role of teacher in promoting International understanding.

**Role of the Teacher** The teacher should himself have firm faith in education for international relationship.

He should see that all the school activities and methods of teaching are deeply influenced by the spirit of internationalism.

It is he who makes the children realise the interdependence of the various countries of the world not only for their physical strength and security, but also for their very existence.

He is to stress the need for international cooperation for the progress and prosperity of humanity as a whole. Through a sound knowledge of the current affairs of the world, students will be made well aware of the world situation.

It is the duty of the teacher to enable the pupils to build a citizenship, which will not tolerate the distortion of national or international understanding.

The teacher should organise activities like dramas, debates, discussions, talks, etc. on international organisations like the UNO and international problems.

In schools, teachers are in a happy position to influence thousands of young minds. They can perform the noble mission of teaching peace and bringing the much-desired peace in the universe.

#### 7. Write about social crisis and its management.

(Or)  
**Explain the term "Social crisis." How do you manage it ?**

**Ans : Social crisis :** Social Crisis is the crisis which hampers the social life of an Individual. It can include Recession, World War, Terrorism etc. these are the Major factor which is responsible for social crisis.

**Definition :** Coordinated actions taken to diffuse crises, prevent their escalation into armed conflict and/or contain resulting hostilities  
- NATO

A set of Interrelated and extra ordinary governance challenges ... Where leaders are expected to make critical decisions and provide direction in most difficult circumstance  
- Boin etal.

#### Types of Crisis :

1. **Natural Crisis :** Earth quakes, Tornadoes etc
2. **Technological crisis :** Break down of machines etc.
3. **Confrontation Crisis :** Internal disputes, ineffective communication.

4. **Crisis of Malevolence** : Acts like kidnapping company's officials.
5. **Crisis of organizational Misdeeds** : Crisis organizational misdeeds can be further classified into following three types a) Crisis of skewed management values b) crisis of deception c) crisis of management misconduct
6. Crisis due to work place violence
7. Crisis due to rumours
8. Sudden Crisis

#### Steps in the Social Crisis

- 1) Pre-crisis period - before event
- 2) Warning - Indications concerning the event which can affect the organization significantly
- 3) Crisis point : Starting time of the event which can affect the organization significantly
- 4) Recovery : After the difficult stage of crisis, concentrate on returning to the Normal status off the organization.
- 5) Post - Crisis period : After evaluating the result/effects, undertake repairing the organization.
8. **Write about peace education.**

(Or)

#### Write a short note on "Peace Education".

**Meaning** : Peace is global concept and every individual has to be filled with peace for both physical and mental health. It is also a value to be cherished by every individual starting from birth till death.

#### Definitions :

**"Peace Education, broadly defined, is the cornerst one of a culture of peace.**

- Wessells, M.

**"Peace education is a Mechanism for the transformation from a culture of violence to a culture of peace through a process of conscientization - Freire**

- Aims of Peace Education :**
- ◆ Encourage the search for alternatives and possible nonviolent skills

- ◆ Create a better learning environment where conflict and relationships may be explored
- ◆ Assist the participating populations in establishing an all - Inclusive civilization of peace.

#### Peace education in schools : Components of Peace Education Curriculum

Rose Marie Duhon and Barbara Epps suggested the following components to be include in Peace Education. They have extracted these suggestions from various research finding on peace education.

The education system provides an excellent opportunity for adults and children to explore and practice the mutuality and reciprocity of respect and caring necessary to sustain life in this democratic society. Teachers are capable of having a major impact on creating a more peaceful society if they develop a knowledgebase which includes current research on peace education. Teachers must also be taught teaching strategies that utilises carrying concepts as an enhancement to the existing academic programme. The curriculum must provide opportunities for children to learn caring skills as part of the daily activities, which require weekly practice.

A peace education component in the curriculum should focus on the importance of the consistent creation of an open and supportive classroom climate which encourages children's self-expression, appreciation of others who have worked for social change; and repeated experiences in group processes dealing with social problems solving consensus, decision - making and centering techniques.

#### Teachers role

1. Sample peace education strategies to implement into the existing curriculum that enhance peace and caring skills, and nourish the emotional intelligence of children in grades 10 + 2 include.

2. Develop a personnel relationship with students in the class in the following way:
  - i) Have one-to-one informal discussions atleast twice weekly.
  - ii) Define human characteristics which reflects caring such as:
    - a) Greeting people with pleasantries.
    - b) Helping each other in small ways.
    - c) Place a word which is a caring term on the board daily such as : respect, appreciate and help.
  - iii. Thinking positive and speaking positively about people, places and events; and avoiding negative comments in the presence of children until all the facts are known.
  - iv. Treating everyone with the same dignity and respect that you enjoy from others.
3. Have children role play negative interactions that they might see in their lives, homes or communities. Then, have students process how those interactions may be made more positive and have them role play the same interactions they described earlier but in a more positive mode.
4. Allow students to identify two conflictual situations from the community or at school and allow them to develop positive solutions to those conflicts.

## MODEL PAPER

B.Ed.Degree Examination, July 2017  
(Supplementary/Regular)  
Second Semester

### Paper I - SOCIOLOGICAL FOUNDATIONS OF EDUCATION

(W.e.f.2015-16/2016-2017batch)

Time : Three hours Maximum : 80Marks

#### PART A- (10 x 5 = 50 marks)

Answer TEN questions following internal choice. Each question carries 5 marks.

The candidate is expected to answer each question in about 11/2 page or 30lines.

1. (a) Explain the scope of sociology.  
(Or)
- (b) Explain the role of teacher in socialisation process.
2. (a) How media socialises the child?  
(Or)
- (b) Explain the impact of socialisation on education.
3. (a) What are the characteristics of culture?  
(Or)
- (b) What is cultural lag?
4. (a) Explain the role of education in preservation and transmission of culture.  
(Or)
- (b) What is cultural pluralism?
5. (a) Explain how education facilitates social change.  
(Or)
- (b) What are the factors for social change ?
6. (a) What is social mobility ? What are its types ?  
(Or)
- (b) Explain the role of education in modernization.

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