GAUHATI UNIVERSITY
Institute of Distance and Open Learning

B.A. First Semester
(Regular Course)

Paper: EDU-RC-1016

Foundations of Education

(Medium: English)

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Contents:

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Unit- 1
CONCEPT OF EDUCATION

Contents:

1.0 Introduction:

Education is an important human activity. It is an ever-widening concept. The field of education is so rich and multifarious that it has passed through various stages in the process of evolution and it is still on its progress and development. Different thinkers and educationists define education in various ways. True education makes individuals free and easy, instead of making them sophisticated and complex. There can be no doubt that education plays a vital role in various situations. Hence, education helps an individual make adjustment with himself/herself, with parents, relatives, friends, teachers, or members of the society.

1.1 Objectives:

After going through this unit, you will be able to:

➢ Understand the meaning and nature of education.

➢ Understand the area of education.

➢ Understand the concept and scope of different forms of education.

➢ Understand the school as an agency of formal education.

➢ Understand and clearly differentiate between different forms of education.

➢ Understand the meaning and importance of aims of education.

➢ Describe different forms of aims of education.

1.2 Concept of Education:

Education is a natural process. It is a continuous lifelong and never-ending process that starts from womb to tomb. One gathers various experiences from one's day-to-day life situations and these experiences give them knowledge. In different situations of life, individuals learn many things with the cooperation of man, society and environment. The real life experiences that give new knowledge and change one's behaviour are termed as education. The field of education is very diverse and it has passed through various stages in the process of evolution and it is still on its progress and development.

1.2.1 Meaning of Education:

Etymologically, the term 'education' is derived from the Latin words such as 'E', 'Duco', 'Educare', 'Educere', and 'Educatum'. While 'E' means 'Out of', 'Duco' means 'I lead'. Hence, it can be said that education means 'from which point I lead'. Again, educationists believe, education is derived from the word 'Educere' which means 'to bring up'. From the term, it can be understood that education is the process of development of inborn capabilities. It is also said that education is derived from the word 'Educare' which means 'to nourish'. It can be said that, education helps in developing one's inborn capacities. However, there is another Latin term 'Educatum' which means 'an act of training'. Education is, therefore, a process of development of one's inborn capabilities by imposing some external factors.

Education is a process of all-round development of an individual i.e. physical, mental, emotional, social, spiritual, aesthetic aspects, etc. It helps an individual to face different problems and adjust in different situations of life. Again, education is a lifelong process because it starts in the womb and ends in the tomb. As education is a never-ending process, people keep on learning from their daily experiences. To understand the concept of education in a better way, the following definitions are worth mentioning:

According to Pestalozzi, a renowned educationist, education is a "natural, harmonious and progressive development of men's innate power." It means human beings have innate power and education helps to create natural environment to develop it in a natural way. Again, there must be a strong interrelationship among different capacities and it must be developed progressively.

M.K Gandhi believes that, "By education I mean an all round drawing out of the best in child and men -body, mind and spirit." This definition gives importance to all-round development of physical, mental, social, emotional; spiritual which are important aspects of personality.

In the words of John Dewey, "Education is the development of all those capacities in the individual which will enable him to control his environment and fulfill his possibilities."

Thus, Education is the vehicle of past culture and it carries the present culture and preserves it for the future generations. It is a tri-polar process: teacher, student and social environment with the combination of which an individual can attain all-round development of his/her personality and ultimately achieve his/her goals.

Narrow Meaning of Education:

In the narrow sense, education means school education. When a child enters any educational institution for the purpose of receiving knowledge, the narrow sense of education starts at this point and ends when he/she leaves the educational institution. It does not cover the knowledge, or experiences, gathered outside the school campus, or in cooperation with man, society and environment, etc. Textbook and teacher-centric education can be referred to as narrow sense of education. Hence, it can be said that education is synonymous with instruction.

According to John Dewey, "The school exists to provide a special environment for the formative years of human life". The word 'school' includes all the machineries of education from nursery to universities. The duty of a school is to educate the children and to provide a conducive environment which helps to develop good habits in the children. Moreover, a special environment is needed in which children can receive only good elements of human life and avoid bad ones.

Wider Meaning of Education:

In the wider sense, education can be referred to one's whole life. It is nothing but the experiences one collects in one's life time. In other words, the growth and development of one's life is called education. It covers all the experiences from womb to tomb. So, the wider meaning is more comprehensive than the narrow sense of education. According to Lodge, "Life is education and education is life". It means that a collection of experiences in one's life is education. According to another educationist, Gibbon, "Every person has two education, one which he receives from others and one most important, which he gives to himself." It means there are two types of education in one's life. One is that when a person takes education from any educational institution and the other is when he/she teaches himself/herself by facing different situations in life. Vedanta Philosophers say that education is the Divine perfection already exists in man. The nature of education is philosophical, and so, it needs deep realization.

1.2.2 Nature of Education:

Education is considered the third eye of an individual as it helps in cultivation of his/her innate potentialities. In the words of Jacques Rousseau, "Plants are developed by cultivation and men by education." The nature of education includes the following things:

- **Education as a Process:**

Education is a continuous process of development from infancy to maturity. It includes the effect of everything which influences human personality. It is a process of modification of human's natural tendencies and behaviours. It is a bi-polar as well as tri-polar process. The educative process includes the following aspects:

- ➢ Why to educate: This aspect relates to the aims of education. Aims of education depend on several factors like political, economic, social, geographical, religious etc.

- ➢ Whom to educate: it means the children who are to be educated. Therefore, a teacher should try to understand the children and their interests, temperaments, etc. to suit their needs.

- ➢ Who to educate: The teacher is to educate and he/she must understand himself thoroughly too.

- ➢ Where to educate: The children are to be educated in a school when they are trained to take their place as enlightened citizens.

- ➢ What to educate: The contents of the curriculum, the experiences that a child receives during his/her school time, in the classroom, library, laboratory, workshop playgrounds and other activities.

- ➢ How to educate: For educating the child, the teacher should use new teaching-learning technology to make the teaching-learning process more effective, fruitful and inspirational.

- ➢ When to educate: It is concerned with different stages of the child and the teacher should take appropriate steps for developing motivational aspects of the child.

Therefore, the role of education is countless towards making a perfect society. It is necessary for every society and nation to bring holistic happiness and prosperity to its peoples.

- • **Education as a Product**

At one time, education was considered an instrument only for promoting individual's self improvement and his/her social relations. In the present age of science and technology, it has been increasingly realized that one needs to be educated not only to become a better human being, but also to become a better social being. Education should not only be a means of transmitting traditional values, it should also make the individuals contributory to the development of the self and the society.

The most important factors in economic growth and development in the modern world are not capital formation, but the upgrading of human resources through education, training, development of knowledge, technology and health improvement. So, education plays a crucial role in the economic

development and social modernization. Education as a major factor in production, it supplies the requisite member and quality of manpower needed for various tasks. By inculcating appropriate attitudes, skills and personality traits among the masses, education thus creates a proper climate for economic growth and development. Hary Johnson rightly observes, "Educated labour is himself a produced means of production, an item of capital equipment."

As a product, education plays the role in the following ways:

- Education produces skilled labour and creates right attitude to work and development. It creates awareness for better living.

- Education is both an item of "consumption" and factor of "production" as it is valued and produces the skills, attitudes, personalities upon which modern technology rests.

- Education is the process by which individuals develop to the limit of their abilities and are thus a "process of capital in human".

1.2.3 Scope of Education:

The following is a discussion on the scope of education.

1. **Educational Philosophy:** Education and philosophy are closely related. Without the help of philosophy, it is not possible to determine the aims of education, need of education, and nature of education. This branch studies the different aspects of education and their problems.

2. **Educational Psychology:** There are numbers of problems related to education, particularly the development of a child which requires the help of psychology for their solutions. This branch studies the physical and mental development of a child, moral and social development, personality, intelligence, aptitudes, memory, imagination, etc.

3. **Educational Sociology:** Education and society are closely related. Therefore, it is important to study the sociological basis of education. This branch studies the child, nature of society, culture, tradition, folkways, and different social tendencies and their impact on education. This branch studies particularly the relationship between

culture and education, society and education and different elements of socialization.

4. **History of Education:** The study of educational history helps one to know the earlier principles of education and the ways of solving problems of education. This branch studies the organization of pre-historic, ancient and modern period, relation of culture and education, pioneers of education and the thoughts of different educationists.

5. **Teaching Method**: To teach different subjects, different teaching methods are required. This branch studies different teaching method, nature of teaching methods, aims and objectives, knowledge connected with students, textbooks and success and failure of teaching methods.

6. **Problems of Education**: There are numbers of problems of education and these are increasingly gradually. This branch studies the main causes of problems of education and its remedies, defects of curriculum, medium of instruction, wastage and stagnation in education and efforts of removing them.

7. **Educational Administrations and Organizations:** This branch studies particularly, the establishment of schools, their organizations and administration, supervision, inspection, appointment of teachers, managers, their salaries, working conditions, etc. Besides these, it carries equal educational opportunities, health and hygiene of students, reform and change, etc.

8. **Comparative Education:** To reach the higher level of education of developed countries, one needs to study the different educational institutions of developed countries. So, this branch makes a comparative study of educational systems of different countries. Through this system, one comes to know the equalities and inequalities, similarities and difference, good and bad processes of different existing systems. One also comes to know the political, economic, social, and cultural impact on education.

9. **Educational Measurement:** Educational measurement helps one to measure a student's performance. To get a correct measurement, one needs to study students' mental capacities, thinking, reasoning power, imagination, memory, intelligence, etc.

10. **Educational Statistics:** Statistics is a very close-related branch of education. Recently, statistics is used to solve the different problems in the field of education. Educational statistics enables the individuals to solve the different problems of education by using statistics.

11. **Special Education:** Generally, education should be arranged according to the mental levels of students. In a particular system, there are different students of different mental abilities. But this specific branch studies both superior and inferior students, mentally and physically challenged students, etc.

12. **Economics of Education:** Now-a-days, education is considered an investment. A huge amount of money is required in different fields of education and for better functioning of educational machinery. Through this branch, one comes to know the different economic aspects of education, income and expenditure of educational institutions.

13. **Adjustment:** Education helps one to adjust in different situations of life. This branch studies principles of adjustment, criteria of adjustment difficulties of adjustment, etc. Moreover, it studies different mechanisms of adjustment and causes of maladjustment. So, the adjustment processes of individuals are under the scope of education.

Thus, it can be said that education is an important human activity. It is an ever- widening concept. The field of education is so rich and multifarious that it has passed through various stages in the process of evolution and it is still on its progress and development.

STOP TO CONSIDER
- Education is the modification of human behaviour. It is a continuous and systematic process which reconstructs different experiences of individuals and transacts its activities through a systematic institution and regulation.
- Education, in (a) narrow sense (,) is (a) planned, organized and formalized process. It implies education of a child starts as soon as he/she enters the school where he/she is given a limited and definite amount of knowledge and information.

- In (a) wider sense, education includes the totality of life experiences that pupils receive through the manifold activities that is in the school, library, laboratory, workshop, playground, etc.
- The process is not only conscious but also deliberate where interaction takes place between the teacher and the child. This interactive process ensures smooth and effective running of the school functions.
- Education is a process by which individuals develop to the limit of their abilities and thus, education is a "process of capital in human". The four factors of production, such as land, labour, capital and organization are very important for educational development as well as economic prosperity.
- The scope of education is wide and comprehensive. It includes different aspects of the universe. True education is a education which shows the people the way as to how to live a cooperative, useful and meaningful life in the present day rapidly changing and complex world.

CHECK YOUR PROGRESS-1
➢ What do you mean by the term 'education'?
➢ Define education as a process.
➢ What are the four factors which are related to education as a product?
➢ What do you mean by scope of education?

1.3 Forms of Education:

Generally, there are, three forms of education:–

    a) Formal Education

    b) Informal Education.

    c) Non-formal Education.

1.3.1 Formal Education:

In simple term, formal education means school education. Ever individual has ultimate aims and he/she wants to achieve them. Education is the only

instrument through which one can attain their aims. Only systematic and pre-planned education helps the people to attain their ultimate goals.

Formal education is specially undertaken by schools or other educational institutions which are established for the purpose of education. In these institutions, there are some strict rules and regulations. When a child enters into a school he/she has to follow strict discipline. He/she also needs to maintain time tables, curriculum, etc. In formal education, curriculum is specially designed. Here, at first, simple elements are given to the students so that they are interested to take this education and then complex ideas are gradually incorporated. However, the scope of this type of education, as mentioned above, is very narrow, because it includes only textbooks and teachers, the only sources of knowledge.

The following are the features of formal education:

❖ Formal education begins with a particular end.

❖ It is pre-planned and systematic.

❖ Formal education is limited to a specific period.

❖ This type of education is given by trained teachers.

❖ It also includes the activities which are performed outside the four walls of the classroom, such as debate, discussion, recitation, etc.

❖ Formal education follows strict discipline and a fixed timetable and a curriculum.

1.3.2 Informal Education:

It is a different kind of education. It is completely opposite of the formal system of education. This type of education starts at one's birth and ends at one's death. Hence, the scope of education is very wide. It is not pre-planned and systematic. There is no institution for informal education and the experience one collects in one's lifetime is called education.

It is not limited within the boundary of classroom. It covers all the experiences which one collects from TV, Radio, playground, library, in cooperation with friends and relatives, etc.

The following are the features of informal education:

There is no end to informal education, only death can stop it.

1. It is not pre-planned.

2. It is not limited to a particular period. One's whole life is called education.

3. There is not any teacher or textbook in informal education.

4. There is not any strict discipline and time-table.

1.3.3 Non-Formal Education:

It is a different type of education which is basically designed for those people who do not take formal education. It is outside the formal system of education. This type of education is very essential in a democratic country like India. Non-formal education which gives importance on functional literacy increases the literacy rate. There are some people who want to take formal education, but do not get opportunity to pursue it. Non-formal education is specially designed for this type of people.

Non-formal education is also pre-planned and systematic. There are some institutions where teachers treat the students outside the classroom. In this respect, distance education and correspondence courses can help the students. There are also some institutions where non-formal courses are given to the students, e.g., Open Schools, Open Universities, etc. At first, the whole course is given to the students and if they face any problem then contact classes are held. After completion of the course, a final examination is held in these non-formal institutions. In India, Indira Gandhi National Open University (IGNOU) is one of the non-formal agencies.

Some of the features of non-formal education are as follows:

1. It is flexible.

2. It is learner-centred.

3. It is contextualized and uses a participatory approach.

4. It also begins with an end, maintaining strict discipline

5. It is pre-planned and pre-organized, but limited to a specific period.

6. There are some teachers, or counsellors who treat students informally giving importance on individual aspects.

7.   It helps to increase and develop new skills and to handle everyday situation.

Comparison between Formal, Non-formal and Informal Education:

The aim of formal education is pre-planned and pre-determined. In a formal system of education, there is a Board or Committee to determine the aims of education. The Board or Committee determines or selects the types of teaching methods and the subjects to be included in the curriculum. It also determines the amount of time to complete the course and the qualifications needed for the teachers of formal institutions, etc. All these things are determined prior to begin the course of study. However, the aim of non-formal education is need-based and flexible. It is pre-planned by a non-formal committee but it can be changed based on needs and it is changed according to the demand of time or environment.

The aim of informal education is unconscious. It is that type of education which is learnt by people unconsciously by doing day to day works. There is not any particular aim of this education. All the experiences which one gets in one's lifetime are the aims of this education.

The formal education is very narrow. It is limited within the four walls of classroom. It is a textbook centred education. All kinds of knowledge are outdated and theoretical which does not cover things outside the boundary of formal education.

Non-formal education is somewhat comprehensive. It is not limited within the four walls of educational institution. People, who are to attend formal education in their proper time, can take education from non-formal institutions which include many things beyond the boundary of formal education.

Informal education is completely comprehensive and practical and it includes all the experiences of day-to-day life situations of the world which have no boundary or end point.

Formal education has a fixed duration, or learning period and admission of which is not open for all the times. Students take admission at this fixed time and complete the course in a particular period. It does not depend on whether students can learn or not.

But non-formal education depends upon the progress of the students. Admission is open for all and students from different age groups can take

admission. But admission time depends on the progress of students. It is flexible in terms of organization, time and place.

Informal education, on the other hand, has no duration. It starts at the time of birth and continues till death. It includes all the experiences of one's day-to-day life situations.

The curriculum of formal education is not only fixed and narrow, but also remains unchanged. It includes only theoretical and outdated subjects. There is not any practical knowledge, or recent knowledge and everything is taught by teachers.

But non-formal curriculum is multifarious and wide. It includes some other things from outside the formal curriculum. Here, students get both theoretical and practical knowledge.

Informal curriculum is not clear. Entire environment is called curriculum. There is not any particular subject. All the things which one sees or all the experiences which one gets in one's life are included in the curriculum of this education.

Discipline in formal education is strict and subordinate. There is strict discipline in all the educational institutions. Students are bound to follow the discipline. However, in the non-formal education, discipline is self-imposed. There is not any strict discipline and students are not bound to follow the disciplinary rules of the institutions.

There is free and natural discipline in informal education. People are not bound to follow disciplinary rules.

But if the people obey the rules of discipline then social environment can be expected to be peaceful. Teaching method is dominated by teachers in formal education. Students are silent in this system of education. Teachers teach and students only listen to them. It is a system of education where teachers are the givers of knowledge and students are the receivers. It does not cover outside knowledge.

Non-formal education, on the other hand, is dominated by students or learners. Teachers teach the lesson on the basis of the understanding capacity of students. Courses move forward after making progress of the students. Students get prepared for examinations after understanding all the learning points allotted for them in the course.

But informal education is dominated by learning situation. Sometimes, situation gives students better experiences. If the learning situation is good, students get good and learnable knowledge.

Formal education is evaluated through examination. At the end of every academic session, examination is held. After passing the examination, students are promoted to the next class. Attending the examination is compulsory for all the students.

However, non-formal education has certain evaluation procedures. There is not any fixed time for examination. It is based on the progress of the students. A test is conducted once the students understand all the lessons. After passing the examination, students get the degrees. Informal education is evaluated by one's success and failure in life. Failures in life are considered valueless. Informal education is a sum total of practical experiences which one gets from his/her day-to-day life.

Formal education is teacher-based. The teacher is all in all in this system of education. The teacher teaches the lesson in the formal educational institutions and students listen to him/her. Here, students cannot cooperate with the teacher. They are only passive listeners.

Non-formal education is learner-based. There is no fixed time for test. Students get prepared for examinations after they understand all the learning points allotted for them in the course.

Informal education is situation-based. Situations of all kinds one faces in one's day-to-life life teach him/her different lessons. As good experiences teach good lessons and bad experiences bad lessons, so people should always try to gather good experiences in life.

STOP TO CONSIDER

- There are mainly three forms of education: Formal education, informal education and non-formal education.
- Formal education is pre-planned, pre-organized and institutionalized which are consciously planned and designed for modification of behaviours with a particular end.
- Informal education is completely comprehensive and practical which includes all the experiences of day-to-day practical life.
- Non-formal education has certain evaluation procedures with not any fixed time for examination. It is fully based on the progress of students.

1.3.4 Role of School as an Agency of Formal Education:

School is one that gives its students good resources and lets them achieve their full potential. It is an institution that offers teaching and learning experiences to both the teachers and the learners alike. John Dewey is of the view that school should be regarded not as a place for preparation of life but life itself. The term 'school' has been derived from the Greek word 'Skhole' which means 'leisure'. The word 'school' means an organized group of people, pursuing defined studies at defined levels and receiving instructions from one or more teachers frequently with the help of other employees and officers, such as principal, various supervisory inspectors and a staff of maintenance workers, usually housed in a single building, or a group of buildings. Some of the important points about the role of a school as an agency of formal education are as follows:

1. School should initiate children to social life, or socialization. School develops the outlook and attitude of the children. It changes the behaviour of the children through education.

Only through education our superstations, false beliefs can be removed from the society. Moreover, education plays a significant role in developing the sense of preservation and dissemination of culture. Today, school is considered a miniature society. It is a social institution to which different people come from different places.

2. School should fulfil the vocational needs of the students. School plays a significant role in generating jobs for the people. While sending their wards to school, the parents pray to God that they become self-dependent members of the society. They must manage all their essential needs. After receiving education, human beings become fit for different professions so that they can be able to earn their livelihoods. Nobody can deny that, to fulfil one's economic needs, he/she needs to be economically self-dependent and thereby he/she can contribute to the development of the nation.

3. School helps in the moral development of children. Morality is one of the aspects of personality. School provides knowledge to the children for their wholesome development of personality. Moral character plays an important role for the development, or improvement of a society. A grown up individual with a strong moral character can only bring about social change and progress. People without moral character can participate in the anti-social activities. It disturbs national unity. Thus, school plays a vital role in the moral development of children, by incorporating moral education in the school curriculum.

4. School develops the democratic attitude of the children. Today's children are the citizens of tomorrow. Therefore, it is important to develop a democratic sense in them. Democracy means a system of governance by the people, for the people and of the people. So, the sense of equality, liberty, honesty, and brotherhood must be developed in the children. All these are possible only through education. School plays an important role in this direction.

5. School acts as a catalyst for the advancement of the society. If all the people are educated individually then the society is automatically developed. Social progress means progress in norms, culture folkways, traditions, education, economy, etc. Only through education all these are possible. After receiving education, people are fit for different vocations which will lead them to earn their livelihood. Moreover, higher education helps people to refine their behaviours, widens their outlook and removes narrow mindedness. Development of science and technology also makes people, or society more advanced. Thus, school plays a significant role in social progress.

6. School prepares individuals for a happy and prosperous life. Due to education, one can lead a happy life, because education can light the dark sides of life and remove superstitions. Moreover, education refines one's personality and helps in improving the standard of living.

7. School should improve a society. It is education due to which a society can progress in terms of science and technology and economy. Society is a web of interrelationship. If the relation develops then it leads to social progress.

8. School plays a prominent role in the preservation and dissemination of culture, traditions, etc. Education is expected to contribute or modify cultural heritage as well as preservation and spread of culture. School should store and gather knowledge and promotes change in the process of transmitting knowledge. Thus, school imparts knowledge to the students about the cultures and traditions and encourages the spread of it to the new generations.

STOP TO CONSIDER

- The main function of the school is to impart formal education to children.
- It maintains the continuity of social life by handing down traditions, customs and values of the society from one generation to another.
- It promotes training for good citizenship and effective leadership for active participation in the democratic life.

CHECK YOUR PROGRESS-3

➢ From which language is the word 'school' derived from and what does it mean?
➢ The main objective of the school is…………………….
➢ School is an agency of formal education. (True/False).

1.4 Aims of Education:

Everything in the world must have aims. Different subjects have different aims or goals. Aims of education help one to reach his/her destination through a proper way. Aims help in determining the subject matter to be studied. As education is a purposeful activity, it is difficult to achieve the goal without aims. B.D. Bhatia rightly says, "Without the knowledge of aims, education is like a 'sailor' who does not know his/her goal or destination and a child is like a rudderless vessel which may be drifted along somewhere ashore."

1.4.1 Importance of Aims of Education:

The aims of education are essential for humankind for general purposes.

The following are the explanations on the importance of the aims of education:

- ❖ Aims give us direction for the activity: Education is a well-organized and planned activity. Education helps the pupils or individuals to go through the right path to achieve their goals. Aims of education help individuals to perform their activity according to the needs and demands of time. Everyone has certain level of intelligence. In our day-to-day life, we face numbers of problems. For achievement of different aims, we must overcome our problems by applying our intelligence.

- ❖ Aims are necessary to assess the outcome of an educative process: Aims help us to assess the outcome of education, or to know what the aims actually want. There are many outcomes and we measure the outcomes by setting up different aims. So, in the process of education, we must conduct tests and examinations to assess the success and failure of our education process and how far students have achieved after the instructions.

- ❖ Aims are necessary for efficient school administration: Aims help us in planning the educative process and after planning the activities, they are to be executed. Therefore, aims are necessary for efficient school administration. Moreover, aims help in proper selection of teachers, proper curricular activities and help the administrator to select sufficient or proper stuff for proper functioning of the machinery. If aims are well-defined, it becomes easy for the pupils to achieve their goals.

- ❖ Aims are useful for parents and the general public: Aims of education are also essential for the parents and general public. Due to ignorance of the aims of education, the parents and the general public make criticisms about education. But the knowledge about the aims helps them to know about the different objectives of education. Moreover, it also helps them to select or provide right education to their children.

- ❖ Acting with meaning: Aims of education help the individuals in doing their activities meaningfully. Without aims, activities are meaningless. John Dewey says, "To have an aim is to act with meaning; it is to do something and perceive the meaning of things in the light of that intent." If one acts with certain meanings, he/she will be able to achieve the goal.

❖ **Aims give continuity and significance in education:** Aims give continuity and significance in the series of events and experiences that make up what we call education.

Criteria of a Good Aim:

John Dewey, a renowned educationist provides some of the special criteria of a good aim. They are as follows:

1. **Good aims are related to real life situations or existing conditions:** Good aims must depend upon present situations of life. What is in the society must be considered as aims of education. It can be taken from practical situations of life. It must be based on consideration of what is already going upon the resources and difficulties of situation. So, good aims must not depend upon present and existing conditions.

2. **Good aims are flexible:** Society and life are dynamic. Day-by-day our life and society are changing. So, aims of education should also be changed. Only dynamic aims can attain the needs and demands of a changing society. Due to the advancement of science and technology and their implications in the society, human lives have changed. Moreover, modern day problems of diverse nature have made the aims of education dynamic. Thus, good aims survey the present state of experiences of pupils and format a tentative plan treatment to fulfil the present condition.

3. **Goods aims include different types of activities:** Human beings are busy in different types of activities. All aims have their social values and they are based on the demands of the time.

STOP TO CONSIDER
- Aims highlight the significance of education.
- An aim must be flexible to help an individual to adapt to the changing social condition.
- An aim of education helps to prepare for complete living.
- Aims are necessary to assess the outcome of an educative process.

CHECK YOUR PROGRESS-4
➤ Mention one important aim of education.
➤ Mention two important criteria of a good aim.

1.4.2 Different Types of Aims of Education:

Aims play a dynamic and strategic role in the field of education. Learning experience cannot be provided in the right manner without aims. Therefore, aims are necessary in education. Different educationists have propounded different aims of education.

Individual aim: The great English educationist, Sir Percy Nunn is the founder of this aim. According to this aim, individuality is the ideal of life. A human is to be considered a biological potential for development. He/she has certain psycho-physical qualities of his/her own which are distinctly separate from one another. Education is the only way through which an individual can be able to develop these native, inborn qualities and potentialities. Hence, Nunn observes that individual development is very essential and therefore, a scheme of education should be designed in fostering the highest degree of individual excellence.

The origin of individual aim of education developed in ancient Greece. The concept of individuality has been gaining ground in education. Rousseau maintains that whatever comes from the hand of the creator is good and everything degenerates in society. He wanted to give education to the children in the natural setting, away from all artificiality and evils of the society. His advice was "Go back to nature".

Individual aim assumes a scientific status with the biological standpoints of Percy Nunn's classic book entitled "Education: Its Data and First Principle" (1920). According to him, child is a biological unit with all his/her genetic qualities for development. Individuality is an affair of whole organism that may develop fully. Therefore, Nunn believes that a human is the architect of his/her own fate.

Merits:

The following are some of the merits of Individual aim:—

1. Individual aim of education pays importance mainly on individual development. So, education is a positive sign of individual development, according to this aim.

2. Social development is always based on individual development. If all individuals are developed, the society will automatically be developed.

3. Society is to be taken as a means to develop individuality. This is so because society serves the needs of all individuals through education.

4. Education should be according to the individual difference and individual aim provides individualistic education.

Demerits:

1. Every individual is a social being. So, we have a vast relation with every member of the society. But the individual aim of education always disturbs social relations.

2. Individual aim of education neglects spiritual aspect of our personality. This aim believes individuals as selfish, animals, and undisciplined.

3. The idea of absolute freedom, according to this aim, takes the form of unchecked self-expression. Percy Nunn even believes individual development is only effective in social situation.

4. The concept of individual freedom given to small children is subject to criticism, because small immature child may not know the proper use of their natural freedom.

5. Only education makes individuals fit for society, as it helps individuals build their moral and spiritual character.

6. Social Aim of Education: The great American educationist, John Dewey is the founder of this aim. It is another major aim of education which believes in collectivism. According to this aim, education should prepare a child to live in the society as an effective member. Society is a whole where individual is a part. Society and state are the supreme considerations. It is the end where individual is a means. Individual progress is subject to social situation.

According to Social aim, individuals should work for the welfare of the society. Society is a divine creation which has super human power. Every individual's life is protected, nourished by this super human power. Education should train the individual for development of the state. It is a responsibility of the state to provide education for human development and economic self-sufficiency of the citizens.

John Dewey, the founder of the social aim of education developed it in his classic book "Democracy and Education". According to him, a school is capable of training its scholars to fulfill their present needs for complete living. He said that education should aim for social efficiency and economic prosperity with the development of democratic ideals. As Raymont said, an isolated individual is a figment of imagination, as long as individuals live in a society. So, there will be subordination of individuals to public or social needs.

Merits:

1. Love for society is a vital tendency of humans. Through this aim of education, social efficiency must be enhanced.

2. Social environment helps individuals to identify their native qualities of human being. It also gives opportunity to develop this.

3. People's needs and desires can be fulfilled only in a well-organized society. Individual life is poor in absence of a society.

4. Social complexities and gradual increase of one's needs make individuals more interdependent.

Demerits:

1. Social concept in the narrow sense may lead individuals to crave for power. It disturbs both the individual as well as the social development.

2. Social aim of education may develop a group who believes in blind imitation.

3. Social aim may develop the sense of dictatorship of the state towards education. Individuals will not get suitable scope for development in such a state.

4. Psychology which establishes the truth of individual difference is denied by this aim. But practically, all individuals are not the same.

5. The social aim of education tries to make an individual a tool of the government that always wants him/her to be unquestionably obedient and loyal to it.

1.4.2.1 Individual Vs Social Aim of Education:

There are some basic differences between individual and social aims of education:

1. Individual aim of education believes in naturalism, the great school of philosophy.

2. On the other hand, social aim of education believes in pragmatism.

3. Individual aim of education pays importance on the development of man's inborn capacities. On the other hand, social aim of education pays importance to make the individual socially active and efficient.

4. Individual aim gives importance on biological heredity of man, such as development of instincts, impulses, etc. Social aim of education, on the other hand, gives importance on social heredity of man. Those are acquired impulses.

5. Individual aim of education emphasises on scientific aspects of education. According to this aim, education should be individualized. On the other hand, social aim of education emphasizes on the socio-economic aspects of education. According to it, education should be based on social and economic condition of the society.

6. Individual aim of education fulfils only individual needs. On the other hand, social aim of education tries to fulfil social needs and demands.

7. Individual aim aims at development of man's biological potential. On the other hand, social aim aims at attainment of social efficiency of man.

8. Individual aim gives full freedom to individuals for development. On the other hand, social aim gives full freedom and power to the society.

9. Individual aim maintains that social development is subordinate to individual development, but social aim maintains that individual development is subordinate to social development.

10. While individual aim is concerned with individual development, social aim is concerned with social development.

11. Individual aim is developed by one of the greatest English educationists, Sir Percy Nunn, in his famous book "Education: Its

Data and First Principle" (1920). But social aim of education is developed by a great American educationist, John Dewey in his famous book "Democracy and Education".

Relationship between Individual Aim and Social Aim:

Individual and social aims are not contrary, rather complementary to each other. But extreme view points of both aims are not acceptable because of their limitations. Individual development is impossible without social situation. Because every human being is a social being. If we accept the extreme view points of both the aims then all-round development of personality is impossible. Human beings have no meaning if they are detached from the society. Education has two-fold activities: the perfection of individuals and the goodness of the community. An isolated individual is a figment of imagination. Education aims at making a good man as well as good citizen.

In the words of John Adams, "Individuality requires a social medium to grow, without social medium to grow. Without social contact we are not human". Individuality is of no value and personality is meaningless if they are detached from the society. Self-realization can be achieved only through social service and social ideal of real value can come into free individuals who have developed valuable individuality.

There was always an interaction between the society and the individual. Individuality can only be developed in a progressive society and the society can only make progress with developed individuals. This circle can not be broken. It is the task of the school to develop individuality through social context. In a society, individual freedom is essential and in case of individual identity, social control is necessary. Therefore, a synthesis of the two aims will be an ideal condition. Extreme emphasis upon one another will harmful for both individual and social aims of education.

1.4.2.2 Vocational Aim and Liberal Aim:

The main need of human life is the wholesome development of personality. So, we must accept all the aims of education.

Vocational aim aims at making people vocationally efficient, so that they can earn in future. While sending his/her child to the school, every parent prays and wishes that his/her child should be so educated that he/she is able

to earn his/her livelihood in a dignified way. He/she should not be parasite. He/she must manage the primary needs of human life such as food, clothing, shelter, etc. because today's child is the citizen of tomorrow. If education does not enable us to provide the primary needs then ideals of education are useless. Mechanization and industrialization of the present age has emphasized the vocational aim as "bread and butter". It also called utilitarian aim of education. Moreover, nobody can deny the economic needs of the present time. Economic self sufficiency can make a human being worthy and contributing citizen. Civic efficiency includes economic independence and social competency. Thus, education must prepare the child for some future profession.

The aim of education is based on modern philosophy of our knowledge. According to this aim, whatever is learnt should be useful in practical life so that it can make people economically self-sufficient and productive members of a society. It is the chief aim of this education. Thus, it provides better livelihood and development of manpower and the development of human resources of a country is possible through this aim.

All the knowledge and culture that the child has acquired will be of no use if the child is not a productive member the society. The advocates of this aim say that education should train the child in such a way that he/she can earn in future and his/her knowledge must be instrumental. So, vocational aim of education is very essential. Mahatma Gandhi stressed on vocational education. Therefore, he introduced basic education. His main aim was to make all the children productive members of the society. Therefore, vocational and educational guidance should be provided in the school. At first, the aptitudes and capacities of the children must be learnt and then they should be advised to study courses to fulfill their goals according to their needs and interests.

Liberal aim of education:

It is also an important aim of education. Against the mechanistic concept of life and education, this aim of education is suggested. It has a historic origin. The ancient Greeks as well as Indian philosophers believe that human soul, a part of the eternal soul i.e., 'God', is confined to the body. According to them, education is the only means to liberate our soul from the bondage of flesh and blood of our body. For this purpose, people are to be involved

with cultural, music, literature and philosophy .This education may lead people from the animalistic level to the spiritual level. This is, however, against the vocational aim of education. Moreover, liberal aim gives importance on the study of different subjects rather than on vocation. It helps people for the development of different aspects of life. This aim pays importance on the study of culture. So, it is known as cultural aim of education. Again, it helps people make fruitful use of leisure time. It emphasizes on socially useful productive works (SUPW). It means every human being has to spend his/her leisure time in some productive works which are beneficial for the society.

1.4.2.3 Democratic Aims of Education:

Education is an important tool of reflection on the national character of a particular country. As different countries of the world have different national characters, so their needs and requirements are not alike. Generally, education is designed according to the needs and requirements of a country. So, patterns of education are different in different countries. Thus, educational patterns of a country are completely different from other countries.

In a democratic system, all the powers of a government are centralized on the common masses. So, activeness is very essential for all the people. In a democracy, common people can take part directly in all the works of the government. Moreover, consciousness of people is also essential. It is possible only through education. So, the aims of education of a democratic country are designed in such a way that it helps all the individuals to create consciousness. Following are the discussions of the aims of education of a democratic country.

For the fulfillment of democratic ideals, the aims of education should be clear. Following are the discussions about the aims of education with particular reference to India.

1. **Citizenship Training:** Citizenship training must be a major aim of education in democracy. Education should aim to train the citizens and make them conscious about their duties. Because in a democratic country like India, all the powers of the government are handed over to the common masses because they are elected by themselves. For the success of democracy, both the people and the ruler must take part actively and consciously.

2. **Patriotism:** Patriotism means a sense of loving one's own country. Because in a democratic country, common masses are the rulers. So, only through the patriotism and hard work of the people, the betterment of a democratic country is possible. It is possible only through education. In a vast democratic country like India, the people must develop a sense of patriotism among themselves.

3. **Vocational Efficiency:** The vocational efficiency is another aim of education in democracy. Each and every individual wants a vocation after completion of their education. To prepare oneself as a resource, one has to spend a large amount of money. If one does not get oneself engaged in any vocation then the money which one invests in learning is considered a great wastage. So, the main aim of education in a democracy should be to prepare every individual vocationally efficient which helps us to develop economic condition that leads to prosperity. It is a fact that national prosperity is based on individual development.

4. **Education for Leadership Training:** All the individuals may not be ideal and active leaders because they may not have leadership qualities. The individuals who have the quality to lead properly can lead the country. So, we must develop leadership qualities because today's students are the future leaders of our country. Education is the only instrument through which we can develop or train our students for leadership qualities. Besides these, in a democratic country like India, proper leaders can be found among us. Due to the lack of suitable situation, our leadership qualities are not developed. Education helps us in this direction. So, leadership training must be an aim of education in a democracy.

5. **Personality Development:** It is another aim of education in a democracy. Personality development is very much essential in a democracy because it makes one's character balanced. In a democracy, without balance personality, a leader cannot fulfil the needs and desires of every individual. Education is the only instrument through which all-round development of a person is possible. In a democratic country like India, national leaders must be honest and it is possible by our all-round development of a personality by education. So, importance is given on personality of everyone.

6. **National and Emotional Integration:** We have diversities in different sectors in different regions, such as castes, colours, languages, religions, cultures, etc. Such regional differences may often create problems in maintaining our national unity. Moreover, we have diversities in religious sector also. On the other hand, linguistic diversities also create problems. Though we have diversities in many sectors of our country, we must maintain our national unity at any cost by developing cohesiveness to identify ourselves as Indian by showing respect to our national flag, national symbols and national anthem. Thus, education helps us to develop national and emotional integration for national unity.

7. **Education for Modernization:** Modernization of society means application of modern technology and scientific investigation in our day-to-day life. For the progressive development of our society, we need to change or modernize the outlook and attitude of the people. It helps to develop or improve our socio- economic condition through the use of modern technology. All these things are possible only through education. So, modernization is another aim of education.

8. **Social Efficiency:** A particular human being may have many inborn capabilities. These inborn capabilities can be developed only in social environment. As a social being, we must learn different things, or develop our human qualities in cooperation with men, society and environment. Moreover, we must learn different social processes, to prepare ourselves as perfect human beings. These things are possible only through education. So, social efficiency must be one of the aims of education in a democracy.

9. **Morality Development:** Moral development is very much essential in a democracy. Without morality, people can participate in any anti-social and immoral activities which lead to social crimes. It disturbs the social unity. In a vast democratic country like India, there are a large number of inhabitants. To maintain national unity among them, we need to develop morality among the people. It helps the people to be honest and to develop the sense of non-violence and cooperation. Thus, it is possible only through education.

10. **Inculcation of Democratic Values:** Democratic values are also needed in a democratic country. Democratic ideals such as honesty,

liberty, equality and the sense of brotherhood must be developed in the inhabitant members of a democratic country and it is possible only through education. So, the education which develops democratic values or gives knowledge about democratic values is very essential in a democracy.

11. **Social Emancipation:** For the progressive development of a democracy, social emancipation is essential. National education helps the new generation to be free from old and outdated thoughts, ideas, superstitions, misconception, etc. Moreover, it is through education, progressive thoughts and ideas eliminate the old ones. They accept only right, reasonable elements of past culture.

12. **Education for Leisure:** Education for leisure is very essential in a democracy. It helps the individuals or teaches the individuals the suitable use of leisure time profitably. Education for leisure produces many things which help in the prosperity of our nation. So, it should be one of the aims of education in a democracy.

13. **Promotion of World Peace:** National education helps the people widen their outlook which in return helps them develop the sense of universal brotherhood or the sense of global citizen in a democracy. It removes all the class distinctions from the people and leads to world peace.

STOP TO CONSIDER

- The individual aim of education stresses on the development of the physical, intellectual, moral and spiritual possibilities of man unhindered by society.

- John Dewey, the chief advocate of the social aim emphasizes that development of the society is of prime importance for the development of individuality.

- Vocational education makes one economically self-sufficient. It strikes a balance between economic and individual progress. So, vocational aim gives purpose to educational activity.

- Liberal aim of education emphasizes in the development of urge of knowledge in an individual. But it is suggested that liberal education is to be provided along with the practical knowledge and then only will true individual development be possible.

- In a democratic country, education should be such that gives knowledge of the art of living. In a democratic way of life, every individual is important and gets equal and all -round opportunity for his/her development. So, we have to develop a system of education which will pave the way for developing democratic values of life and at the same time, an educational policy should be adopted that may reflect the hopes and aspirations, socio-economic and cultural needs and expectations of the people.

CHECK YOUR PROGRESS-5

➢ Who propounded the individual aim of education?

➢ On what grounds is the social aim of education criticized?

➢ What is the chief aim of the vocational aim of education?

➢ By which aim of education is the concept of SUPW supported?

➢ What is suggested by the democratic aim of education?

1.5 Summing Up:

❖ Education is a continuous life-long process which aims at the complete development of human's personality and prepares them for the battle of life so as to enable them to shoulder their responsibility towards the progress of the society and country.

❖ Education, in the narrow sense, is a planned, organized and formalized process which is imparted at a particular place like school, college and at a definite time with definite persons. On the other hand, in the wider sense, education means a process of total development of a child from its infancy to maturity. It means total influence of the various agencies of the environment on the personality of the child which includes the ways of the people, their laws, forms of government and culture of the country.

❖ As a process, education performs three-fold social functions by maintaining, transmitting and creating social values, ideals, beliefs and culture. It preserves precious heritage, values, ideals and culture. It transmits values, ideals, beliefs and culture of the society to each of the society to each succeeding generation.

❖ As a product, education is considered an industry which absorbs material and human resources. The "inputs" are teachers and

buildings and "outputs" are students. Education is the major source of man power and human development.

❖ Through scope of education, we mean "the breadth, comprehensiveness and variety of learning experiences, to be provided in an educational process". In this sense, the scope of education is very wide and comprehensive. Man and his development of life as a whole becomes the subject matter of education. The development of man's life includes physical, mental, moral, social and spiritual aspects.

❖ There are generally three forms of education: Formal education, Informal education, and Non-formal education. Formal education is a kind of education which is undertaken in schools, colleges and universities. It is a continuous and deliberately planned activity which is undertaken for the modification of behaviour of the child and leading him out of darkness and ignorance and showing the light of knowledge to him.

❖ Informal education is that type of education which does not follow the usual rules, methods, techniques and discipline of formal education. Here, education is obtained by living with other members of the community, from press, library clubs, mass-media like radio, television, internet, audio and video cassettes, etc.

❖ Non-formal education is meant for school drop outs, employed or working persons, the housewives, retired persons and many others who are looking for information, knowledge, or training without a degree or diploma.

❖ Aims play a dynamic and strategic role in the field of education. Without aims, learning experience cannot be provided in the right manner.

❖ Individuality is an affair of the whole organism. It is the synthesis of the body, mind and spirit. Training and development of the individual should be the main purpose of education as the nation's progress depends on the progress of the individuals.

❖ Social aim gives importance to the people and the state. In a democratic country, education should aim at developing the individuals and the welfare of the state. So, the social aim emphasises on (a) education for citizenship (b) education for social efficiency.

❖ Education with the vocational aim will prepare each individual for an occupation which will suit his/her needs, abilities, interests, and attitudes. It can train individuals to become socially efficient so that they can contribute towards increasing production and national health.

❖ Liberal aim of education stands for training of beautiful and refined life of culture. In the words of John Dewey, "liberal education has the ideal of highest freedom of mind and spirit of economic freedom and self discipline". So, the liberal aim mainly is to liberate the mind free from physical activities which ultimately appreciate thought and aesthetic appreciations.

❖ The aim of education in the democratic countries in the world should be the cultivation of democratic values in the minds of the children and individuals, faith in the democratic way of living, respect for dignity of other persons, freedom, equality of opportunity, justice, faith in tolerance, faith in change and peaceful methods and faith in cooperative living and fellow feeling.

1.6 Answers to Check Your Progress:

Answer: 1

➢ The term *education* means all-round development of the personality of an individual through experience and training.

➢ As a process, education performs three-fold social functions by maintaining, transmitting and creating social values, ideals, beliefs and culture.

➢ The three factors which are related with education as a product - land, labour, capital and organization.

➢ The scope of education means the range, breath, variety and elasticity of subjects. It also includes opportunity of activity, operation and application.

Answer: 2

• The main purpose of formal education is predetermined.

• Informal education is a type of education which starts at the time of birth and continues till death. It covers all the life experiences of an individual.

- Non-formal education is meant for drop outs, working people, housewives and anyone who were unable to complete education through formal education but have a long desire for further education.

- The main two differences between formal, informal and non-formal education are:

    a) Aim of formal education is pre-planned and pre-determined. The aim of informal education is unconscious, and the aim of non-formal education is need based and flexible.

    b) Formal education is teacher-based. Informal education is situation-based but non-formal education is learner-based.

Answer-3

- The word 'school' is derived from the Greek word 'Skhole' which means leisure.

- The main objective of the school is totally dependent on the aim of the society or community.

- True.

Answer-4

- ❖ Aims give us direction to the activity. It helps individuals to perform their activity, according to the needs and demands of time also helps to go with certain plans towards the end.

- ❖ Two important criteria of good aims are:

    a) Good aims are related to real life situation or existing conditions

    b) Good aims are flexible.

Answer-5

- ➢ The English educationist, Sir Percy Nunn is the propounder of the individual aim of education.

- ➢ On the following grounds, the social aim of education is criticized:

    a) Social concept, in the narrow sense, may lead an individual for power. It disturbs both the development of an individual as well as the society.

b)   Social aim may develop the sense of dictatorship of the state towards education. Individuals will not get suitable scope for development in such a state.

➢   The chief aim of the vocational aim of education is whatever is learnt should be useful in practical life so that it can make people economically self-sufficient and productive members of a society.

➢   The concept of Socially Useful Productive work (SUPW) is supported by the Liberal aim of education.

➢   Democratic aim of education suggests mainly:

a)   Development of democratic citizenship.

b)   Education for leadership training.

Self-Assessment Questions:

1.   Define education by citing with a comprehensive definition given by an educationist.

2.   Interpret the meaning of education in its broader and narrower sense.

3.   Enumerate the differences between formal and informal education.

4.   Explain briefly the relationship between the individual and the social aim of education.

5.   Write about the need of the democratic aim of education.

6.   Write short notes on the following:

a)   Characteristics of education

b)   School is a miniature society

c)   Criteria of a good aim

d)   Necessities of aims of education

e)   Responsibilities of a school

Long Answer Type Questions:

1.   "Education is a natural, harmonious and progressive development of man's innate powers." Discuss.

2.   What do you understand by education as a product? Discuss.

3. Describe the "role of education as an agency of formal education."

4. Explain how the individual aim of education can be complementary to the social aim of education.

5. What do you mean by the vocational and the liberal aim of education? Make a comparative analysis on the vocational and the liberal aim of education.

6. What should be the aim of education in a democratic country? Discuss it with reference to your state.

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Unit- 2
PHILOSOPHY AND EDUCATION

Contents :

2.0 Introduction

Man has inconsistently been made efforts to understand man, his origin, his aim, his diverse relationships and his destiny since creation. To understand all of these, philosophy plays a pivotal role as it is related with an enquiry into reality. All the aspects of human life and human activity come under the umbrella of philosophy. According to **Aldous Huxley**– Men live in accordance with their conception of the world. The essence of philosophy is the study and development of fundamental ideas and methods that are not adequately addressed in specialized empirical disciplines, like Physics or History. As such, philosophy provides the foundations upon which all belief structures and fields of knowledge are built. Philosophy deals with some queries such as, "Who and why the world has created?" (metaphysics), "What do we know, and how do we know it?"(epistemology), "What is

the difference between moral and immoral?" (ethics), "What is beauty?" (aesthetics), and "What is the meaning of life?" (teleology). So, 'What is philosophy', itself is a philosophical question. It is clear is that philosophy is, in some sense, thinking about thinking.

2.1 Objectives:

After going through this unit, you will be able to–

- *know* the general, specific and broader meaning of philosophy.
- *explain* the definitions of philosophy.
- *discuss* the nature and scope of philosophy.
- *elaborate* in details the nature and scope of philosophy.
- *narrate* the nature and scope of educational philosophy.
- *explore* the relationships that exists between philosophy and education.
- *find out* the areas of education where philosophy influence.

2.2 Meaning of Philosophy:

The word philosophy is derived from two Greek words **'Philos'** and **'Sophiya'**. 'Philos' means **love of** and 'Sophiya' means **wisdom**. So, philosophy means love of wisdom or passion for learning. In Sanskrit or Hindi it is known as **'Darshan'** which means a knowledge of the truth. 'Darshan' has been derived from the Sanskrit root **'drish'** which means **'to see'**. The literal meaning of philosophy shows that the philosopher is constantly and everywhere engaged in search for truth. Philosophy is our eagerness and curiosity to know born and death, to see the unseen, to know the unknown etc. This eternal quest for truth tends the origin of philosophy. The philosopher does not bother so much to arrive at conclusions and continues with his search for truth throughout life. His aim is the pursuit of truth rather than its possession. Therefore, **Plato** said, "He, who has taste for every sort of knowledge and who is curious to learn and never satisfied, may be justly termed a philosopher." The discovery of the ultimate meaning and essence of existence is the central purpose of philosophy. It is the art of the perfect life, the science of reality, the foundation of the practice

of righteousness, the law of the attainment of freedom and bliss, and provides a key to the meaning and appreciation of beauty.

Philosophy may be considered into two meanings–

      (i) Specific meaning, and

      (ii) Wider meaning

Specific Meaning of Philosophy:

Philosophy is that deep thinking and meditation which concern itself to God, the Soul and the Nature. This concentration and deep thinking is for disclosing the hidden and immortal realities of existence namely- what is the nature of life, from where human being has come and what will be his final destination, how does the heavenly bodies affect human life, is there any life after this, what is hell and heaven etc. All these are the subjects and topics of philosophical thinking and ultimate realization. Henderson and his colleagues denied this philosophy not for layman but for great person by saying that – Philosophy is a rigorous, discipline and guarded analysis of some most difficult problems which man has ever faced.

Wider Meaning of Philosophy:

We everyone carry our lives in accordance with our own philosophy of life. Some are pessimists, some are optimists, some are idealists, someone belief in destiny while someone belief in reality and so on. Our possessed knowledge and experiences make us capable in differentiating between right and wrong, proper and improper, relevant and irrelevant. In this sense, each of us becomes a philosopher at some time or the other. In the words of German philosopher **Arthur Scophenhauer** " Every man is a born metaphysician."

2.3 Definitions of Philosophy:

To make the meaning of philosophy more clear, a few definitions given by the philosophers have been mentioned below-

    i.   In the words of **Bertrand Russell** - "Philosophy like other studies, aims primarily at knowledge."

ii. According to **R.W. Sellars**-"Philosophy is a persistent to give insight into the nature of the world and of ourselves by means of systematic reflection."

iii. According to **Herbert Spencer**- "Philosophy is concerned with everything as a universal science."

iv. According to **Plato**- Philosophy aims at the knowledge of the eternal of the essential nature of thinks."

v. In the words of **Aristotle**, " Philosophy is the science which investigate the nature of Being as it is in itself, and the attributes which belong to it in virtue of its own nature."

The above definitions and discussions imply that philosophy is a philosophical process of solving some characteristic problems through characteristics methods from a characteristic attitude and arriving at characteristic conclusions and results.

CHECK YOUR PROGRESS

Q.1. What is philosophy ?

....

....

Q.2. What was Plato's view on philosopher ?

....

....

Q.3. Define wider and specific meaning of philosophy.

....

....

2.4 Nature of Philosophy:

Different meanings are presented by different philosophers for philosophy. Considering all these definitions and meanings the below mentioned salient features may be endowed with philosophy-

i. Philosophy comes out of specific experiences, specific circumstances and situations. The philosophy of one's life is formed wherein he/she lives, which is varied from man to man.

ii. It is primarily concerned with an enquiry into reality.

iii. It is a systematic enquiry about the ultimate realities in the universe.

iv. Philosophy is hypothetical and it is both critical and synthetic.

v. It refers the mature reflection on any problem in its complete perspective.

vi. The deepest questions of life and its answers are the core part of philosophy.

vii. Philosophy always conveys some beliefs, values, and ideas.

viii. Philosophy is closely associated with life wherein principle of choice is the fundamental factor.

ix. Philosophy deals with the content of pure thought. The pure thought has three contents- objects, spirit and truth.

x. Philosophy is nothing but the synthesis of all sciences. It is the root of all branches of knowledge.

2.5 Scope of Philosophy:

Philosophy is considered as the oldest and highest knowledge of the world because of higher learning or development of knowledge in all the literature, history and religion was under its umbrella. Subsequently, philosophy was considered as the philosophy of life and the scope of philosophy included vision of truth along with metaphysics i.e. knowledge of the real. The philosophy of ancient Greek philosophers like **Socrates**, **Plato** and **Aristotle** resembled this philosophy. The sphere of their life was the scope of their philosophy. There was hardly any difference was found in their life and philosophy. But today the western philosophy has widened the scope of philosophy. Philosophers have divided philosophy into two major parts-

(i) Field of Philosophical Sciences, and

(ii) Field of Philosophy as Comparative Science

(i) Field of Philosophical Sciences: Metaphysics, logic, epistemology, philosophy of education and philosophy of religion are put under this category.

 A. Metaphysics- It deals with the discussion about the nature of ultimate reality and the cosmos. The question of appearance and reality is always at the heart of every metaphysical enquiry. Through a proper insight,

the difference between appearance and reality can be concluded. It has five parts–

- ◆ **Cosmogony-** It deals with the questions of 'Is the world created or is it eternal, who have created this world and why he created?' It tries to find out the answers of these answers.

- ◆ **Cosmology-**This branch of philosophy deals with the question of – Is the world one or is it many or is it both one and many?

- ◆ **Ontology-** It deals with the study of ultimate reality.

- ◆ **Philosophy of self-** What is self, what is its relation with the body? Is it free or does it depends on the body-all these are the problems of philosophy of self?

- ◆ **Eschatology-** The discussion of the condition of soul after death, the nature of the other world etc. forms the subject matter of this branch of philosophy**.**

B. Epistemology-   It is the main content of philosophy. Under this part human intelligence and problems concerning his capacity for learning such as the limit of human mind for grasping knowledge about the creation, his means, nature of the real and unreal, nature of truth and falsehood and the possibilities of realization of the real by human mind are studied.

C. Axiology-   This philosophy is concerned with the different values, objectives and ideals of human life. It has three basic parts–

- ◆ **Logic-** It gives an understanding of the scientific method of enquiry through its inductive and deductive methods.

- ◆ **Ethics-** It is connected with the study of good and bad behaviour, courtesy and discourtesy and their characteristics.

- ◆ **Aesthetic-** It discusses the nature and criteria of beauty.

(ii) Field of Philosophy as Social Sciences:

The scope of philosophy can't be confined to above divisions only as it covers the entire sphere of life. For every kind of thinking and study philosophy is essential one. No subjects can be studied systematically without philosophy. Thus in almost all the subjects either there are separate

philosophical ideas or they are accepted as a part of philosophy. The philosophical problems in different social sciences give births the following different branches of philosophy-

- ◆ **Philosophy of education**-This part of philosophy is concerned with the aim of education and the basic philosophical problems arising in the field of education.

- ◆ **Psychology**- One of the main component of philosophy is psychology. But later psychology was developed as an independent science due to its wide scope. In this context, we must mention that psychology was considered as a science of soul, science of mind before **J.B.Watson** defined psychology as science of behaviour. But yet it can't be said definitely whether its form in future will be akin to science or it will be established again as a part of philosophy.

- ◆ **Social Philosophy-**Social philosophy deals with sociology and studies society, its nature and sociological methods etc.

- ◆ **Economic Philosophy-** It studies the aim of man's economic activities and the fundamental problem arising in the economic field.

- ◆ **Philosophy of History**-It studies the philosophy related with history such as – the nature of historical process, its purpose and its relation with the cosmic process.

- ◆ **Philosophy of Science**- The philosophical problems connected with science is studied by philosophy of science.

- ◆ **Philosophy of Commerce**- The philosophy connected with commerce is studied.

- ◆ **Political philosophy**- There are number of books such as – '**Republic**" written by **Plato**, '**Sociology'** written by **Rousseau** which has given some political thoughts related to philosophy. This kind of philosophy connected with the forms of government, forms of state and other basic problems arising in the political field.

STOP TO CONSIDER

Western Philosophy- The exponents of Western philosophy had been the Greek philosophers and scholars. **Thales** is said to be the father of Western philosophy. According to him the basic element of the world is water and the world has originated from water. The development of

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western philosophy is based on a tradition or sequence. In the ancient period universe and its causes, in the middle period the God and the soul, and in the modern period the relationship between man and nature of Knowledge have been basically analyzed and discussed.

Indian Philosophy- Vedas are the chief sources of Indian philosophy. There are four Vedas namely- Rig-Veda, Sama-Veda, Atharva -Veda and Yajur- Veda. Rig- Veda is the oldest and Atharva- Veda is the latest. On the basis of Karma (action) and ideas, the Vedas have been divided into two major parts-(i) rituals and modes of worships and (ii) 'Jyan-kand' explains spiritual elements. The discussions of 'Jyan-kand' and the arguments of Upanishads (one part of Vedic hymns) are the main source of Indian philosophy.

CHECK YOUR PROGRESS

Q.4. What is metaphysics? What are its various parts?

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Q.5. What is epistemology? Write it various parts.

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2.6 Educational Philosophy:

Educational philosophy is constituted with two words i.e. education and philosophy. In the previous unit, concept of education has been discussed in detail and in the first part of this unit the concept of philosophy has also been discussed.

Educational philosophy studies the educational problems from philosophical point of view. Therefore, educational philosophy is called an applied philosophy. **Bertrand Russel** opined – "Educational philosophy is a new branch which discusses educational problems from philosophical point of view." **John Dewey** and his followers viewed all philosophy is philosophy of education.

Educational philosophy is essentially a method of approaching educational experience. This method is critical, comprehensive and synthetic. Therefore, Educational Philosophy is the criticism of the general theory of education. It consists of critical evaluation and systematic reflection upon general theories. It is a synthesis of educational facts with educational values. In brief, it is a

philosophical process of solving educational problems through philosophical method, from a philosophical attitude to arrive at philosophical conclusions and results.

2.7 Scope and Nature of Educational Philosophy:

The following areas may be put under the scope of educational philosophy.

1. **General Problems of Education-** Educational philosophy deals with the problems of education such as- aims and ideals of education, analysis of human nature, educational values, theory of knowledge and its relationships to education, the curriculum and the process of education.

2. **Critical Evaluation-** Educational philosophy evaluates and scrutinizes several educational aims and objectives such as character building, man making, evolution of democratic society, realization of cultural aim etc.

3. **Synthetic Construction-** Educational philosophy critically evaluates different aims and ideals of education to arrive at the most sound and cogent aim of education. It is also concerned with the general and specific aim of education.

4. **Educational Values-** Educational values are evaluated and systematized in hierarchy through educational philosophy. Educational values held by different philosophers have been derived from their world view. Therefore, a scrutiny of the world views through philosophical treatment is an imperative one.

5. **Criteria and theory of Knowledge-** Educational philosophy gives the direction of criteria for deciding the relationship of state and education, economic system and education, curriculum, administration, discipline. This sort of philosophical discussions led to the evolution of different philosophies of education.

Nature of Educational Philosophy:

1. Educational philosophy is an ancient subject because there were thinkers in bygone ages who theorized about education.

2. Educational philosophy is an applied philosophy that deals educational problems and studies it from philosophical point of view for philosophical conclusions and results.

3. Educational philosophy is normative in the sense that it sets up norms, principles, goals and standards which guide the formulation of aims and deciding the methods, techniques or working schedule of educational institutions.

4. Educational philosophy varies from nation to nation and time to time depending upon the changing philosophy of that nation. As the philosophy of life changes according to the changing need, the educational philosophy also changes.

5. Educational philosophy is practical in nature as it is the practical application of philosophical assumptions and generalisations to the various aspects of education.

6. Educational philosophy is functional in nature as it tries to construct wholesome system of education on the basis of conclusions arrived at by different disciplines and to co-ordinate common features by applying philosophical inter-relation.

2.8 Relationship between Philosophy and Education

Philosophy is a major concern of education. The relationship between philosophy and education is like the two sides of the same coin, two flowers of the same stem. Philosophy provides the theory, education makes it practical. The philosophical ideas, principles and theories establish a base for education. **John Dewey** has remarked that philosophy is the theory of education in its most general phases. **Spencer** also opined that true education is a practicable only by true philosophers. Both philosophy and education are integrally and interdependently related to each other. The relationships that exist between philosophy and education may be described briefly as follows:

1. **Education is the best means for the propagation of philosophy-** The philosophers constantly involve themselves in searching of truth and after a good deal of contemplation and deliberation they arrive at the truth and lays down certain aims, ideals and values. They then try to live in accordance with those aims and values and also want others to be converted to their beliefs

and live according to them. This can be achieved only through education which is the best means for the propagation of philosophy. So, **Sir John Adams viewed**- " Education is the dynamic side of philosophy."

2. **Philosophy determines the real destination towards which education has to go-**Education is conscious dynamic process which needs proper guidance and supervision to achieve its destination. Philosophy determines the goals of life and also provides effective guidance and supervision for education to achieve that very goal. The success and development of education is largely depends on philosophy. Therefore, **Spencer** has rightly remarked- **"**True education is practicable only by a true philosophy."

3. **Philosophy determines all the broad aspects of education-** All problems of education are ultimately the problems of philosophy. Philosophy is considered as a major determinant of aim of education and on the basis of this aim the curriculum, the methods of teaching, school discipline, role of the teachers are determined. The mater and method of education is always influencing by philosophy.

4. **All great philosophers of the world have also been great educators-** The great philosophers of all times from Plato up to the present day, have also been great educators. Their philosophy of life is reflected on their educational schemes. The ideals of **Lord Gautom Buddha** was reflected in his educational schemes, **J.J. Rousseau** reflected his philosophical view through his Negative Education. **M.K. Gandhi** formed Basic education on the basis of his philosophy of life. **John Dewey** evolved pragmatic philosophy which is based on his philosophy.

Self Asking Questions

Q.1. Do you say educational philosophy is an applied branch of philosophy? Give reasons in support of your answer.

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Q.2. How does education help in the propagation of philosophy?

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Q.3. Why education is called as the dynamic side philosophy ?

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2.9 Influence of Philosophy on Education:

Philosophy has a profound influence in the various aspects of education. A brief explanation of the influence of philosophy on education is mentioned below–

Influence of philosophy in determining the aims of education:

The influence of philosophy in forming the aims of education is quite significant. Philosophy gives valuable advice regarding the aims of education by studying the view points of various persons and groups. **Bode** says, "Unless we have some guiding philosophy in the determination of objectives, we get nowhere at all." These aims of education, in different countries, are determined by the philosophy of the time.

Following points may be considered to understand the influence of philosophy in determining the aims of education:

(i) Education is the applied field of philosophy. Every great educators have their own philosophy behind their educational system and they try to give practical shape of their philosophical views through it. Hence, they determine the aims of education according to their own philosophy. As for example, the aim of basic education was determined by Mahatma Gandhi according to his own philosophy of life.

(ii) Every education system has an aim in early which gives direction to the educational process and make education meaningful. The objective of education has reference to the meaning of life. The meaning of life to an individual is determined by the philosophy

hold by the individual at a certain time. As for example, Jean Jacques Rousseau was greatly influenced by nature and finally he developed naturalistic philosophy which has a major influence in the aims of his '**Negative Education'**.

(iii) Philosophy not only tries to lay down the aims of education but also tries to prescribe them in accordance with the requirements of time and environment.

(iv) Philosophy explains which of the educational aim will be fruitful or harmful results and whether they are in favour or against the view of the society.

STOP TO CONSIDER

Negative Education- Jean Jacques Rousseau, a naturalist philosopher, was the founder of Negative education. He believed that everything is good as it comes from the Author of Nature, but degenerates in the hands of man. In context of Negative Education he said, I call a negative education that tends to perfect the organs that are the instruments of knowledge, before giving this knowledge directly; and endeavours to protect the way for reason, by the proper exercise of the senses." No book learning, no habit formation, no social education, no direct moral education and no formal discipline are the salient features of Rousseau's Negative Education.

◆ **Philosophy and Curriculum-:**

Curriculum is the vehicle through which the destination of education can be achieved. Philosophy determines the aims of education and the educational aims determine the course of studies. It is the philosophy which will decide why a particular subject should be included in the curriculum and what particular discipline that subject will promote. Curriculum of any educational system change automatically when the aims of education moves from one philosophy to another. It is, therefore, that curriculum differs with different schools of philosophy, according to their own belief. The **naturalist** philosophers advocate introduction of subjects in the curriculum according to the needs, interest and capacities of the child. The **idealists**, on the other hand, advocate that curriculum should be graded in such a way as may enable the child to march gradually towards self-realization. The **pragmatist**

philosophers advocate to incorporating those subjects in the curriculum which must have practical utility. They believe that only the functional subjects will enable the learners to solve the problems that they may confront in future.

◆ Philosophy and Methods of Teaching:

There is close relationship between philosophy and methodology of teaching. In a sense philosophy is a way of thinking and way of working. As such, these two factors determine the nature, style and actual operation of methods of teaching. Every schools of philosophy formulate their own method of teaching according to their own philosophy. The naturalists have given more importance on child than the curriculum. They suggested that the child needs, interest and capabilities should get much importance at the time of formulation of method of teaching. **Naturalist** philosophers advocate Dalton Plan, Heuristic method, Montessori method. Learning by doing and other self-learning and other self developing methods wherein children will get the maximum opportunity to participate in the teaching learning process and thereby will gain better knowledge to apply it in the practical field. **Pragmatist** philosophers viewed that true education lies not in knowing but in doing, and the child learns by active work. They have given more emphasized on Project method, Learning by doing method, Integration method and Discussion method. The **idealists** advocate Question-Answer method, Discussion, Chalk and talk method and any other method which ensures the total development of child's personality. The above discussion has clearly proved that philosophy has an influence on method of teaching as well as curriculum and aims of education.

◆ Philosophy and Teacher:

Teacher is the main pivot of the entire educational process. His behaviour and actions are also influenced by the philosophy at a particular time. The philosophy of a teacher should be in perfect consonance with the philosophy on which the educational system is based. He must keep in mind that his own beliefs, ideology and principles of behaviour have a powerful impact on the development of children. Hence, he must possess a good understanding of all the philosophies of life and choose good and wholesome elements from them to form his own philosophy.

The **naturalists** suggested that teacher is to set the learning environment. But he should neither impose anything on the child nor interfere with the activities of his pupils.. His place is always behind the scene. He will serve as a spectator or an observer of the child's development rather than a giver of information. The **idealists** advocate that the role of a teacher should be as the head of a family in the teaching process. Pupils should be inspired by his personality and develop full faith in him. According to **pragmatists**, the teacher is to stand besides the learner as a friend and a helper and will provide opportunities for learner for experimentation in school and playground. It is the child who will decide his own aims, goals and purpose independently.

◆ **Philosophy and Discipline:**

Philosophy determines the nature and form of discipline. It should not be non-mentioned that the social, economic and philosophical thinking of a particular country of a particular time always determine the nature of discipline. In Medieval ages when despotic system of government was established, a very harsh and strict discipline was advocated and practiced. **"Spare the rod and spoil the child'** was the maxim for the guidance of teachers. But in the present democratic days, children are given more or less freedom of action in the learning environment. Now **"Spoil the rod and spare the child"** is considered as the maxim for the guidance of teachers.

Different schools of philosophy also differ in their concept of discipline. The **idealists** are in favour of strict discipline for maintaining order in the class while **naturalists** advocate full freedom to the child. **Herbert Spencer,** a naturalist philosopher, advocates discipline by natural consequences which is also supported by Rousseau.

STOP TO CONSIDER

Idealism- Plato's 'Theory of ideas' born a new schools of philosophy i.e. Idealism. It is an old philosophy and its history goes back since man began to think. According to this doctrine, the ultimate supremacy is of ideas. As a philosophical doctrine, idealism recognizes ideas, feelings and ideals than material objects. It believes in two forms of the world– (1) Spiritual world and (2) Material world. Idealism holds that spiritual world is more important than material world as because the material

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world is totally transitory. On the other hand, the spiritual world reveals the reality of mind and soul through ideas, feelings and ideals of knowledge. According to idealists, Truth, Beauty and Goodness are the spiritual values and these values can be achieved by using the man's capacities-knowing, feeling and willing and thereby he will be able to realize his true and ultimate self. Protagonists of Idealism are- Socrates, Plato, Descartes, Burkley, Kant, Hegel, Aurobind Ghosh etc.

Naturalism- This school of philosophy believes that nature alone can represent the entire reality. There is nothing beyond nature, behind nature and other than the nature. Back to nature and follow nature is its main watchwords. According to Naturalists, the best teacher of a child is Nature. Hence, he should be allowed to roam in the nature and he will acquire the required knowledge needed for future life. Jean Jacques Rousseau, Aristotle, Comte, Hobbes, Darwin, Huxley, Bernard Shaw etc were the protagonists of Naturalism. Rousseau is one of the extreme naturalist philosopher.

Pragmatism- Etymologically the word Pragmatism is derived from the Greek word 'Pragma' which means activity or the work done. This schools of philosophy emphasized on practicability and utility. Before theory and practice comes first and theory afterwards- is the main thought of Pragmatism. Hence, Pragmatism is also known as Experimentalism . It is worth mentioning that the fundamental start of Pragmatism is 'Change'. It says that no truth is absolute and permanent it is always subject to change. This school of philosophy does not uphold any predetermined philosophy of life. To them, only those ideals and values are true which results in some utility to mankind in a certain set of circumstances, places and times. The chief propounders of Pragmatism are C.B. Pearce, William James, Shiller and John Dewey. John Dewey strongly believed this philosophy and he renamed it as Instrumentalism.

2.10 Summing Up:

In conclusion we can say that philosophy is a philosophical process of solving some characteristic problems through characteristic methods from a characteristic attitude and arriving at characteristic conclusions and results. The specific meaning of philosophy implies thinking of abstract values by great person, while wider meaning of philosophy states that each individual

is a philosopher, because he also tries to find truth in some way or the other. The five major and principal branches of philosophy are – Metaphysics, Epistemology, Ethics, Aesthetics and Logic. Philosophy, life and education are closely linked with another. Philosophy exclusively provides the appropriate direction for the successful harnessing of education, for the good of life, for the good of the individual and for the good of the society. Philosophy is the mother of all sciences and to which education is very intimately related. In fact, philosophy and education are the two sides of the same coin. While philosophy is the contemplative side and education is its dynamic side. In the words of Rusk- "From every angle comes a demand for a philosophical basis of education. There is no escape from a philosophy of life and philosophy of education." Education is an active aspect of philosophical beliefs and a practical means of realizing the ideals of life. Without philosophy and wisdom, education is irrelevant.

CHECK YOUR PROGRESS

Q.1. Write the etymological meaning of education.

Q.2. Write the various salient features of philosophy.

Q.3. "Philosophy like other studies, aims primarily at knowledge"-explain this statement.

Q.4. Define educational philosophy.

Q.5. Philosophy and education are the two sides of the same coin-Illustrate this statement with suitable examples.

Q.6. How does philosophy influences in determining aims of education, curriculum, discipline and methods of teaching of a particular time?

2.11 References and Suggested Readings

1. Safaya & Shaida. *Modern Theory and Principles of Education*. Dhanpat Rai Publishing Company (p) Ltd.,2003

2. Chaube & Chaube. *Philosophical and Sociological Foundations of Education.Shri Vinod Pustak Mandir*. 2018.

3. Saxena Swaroop N.R. *Philosophical and Sociological Foundations of Education.*Surya Publication. 2004

4. Sarma & Goswami. *Foundation of Education*. Shanti Prakashan. 2019

2.12 Answer to check your progress/Possible Answers to SAQ

1. What is philosophy?

2. What are the differences between specific meaning and wider meaning of philosophy.

3. What is the need of philosophy in determining a specific method of teaching?

4. Write the name of the philosophy strongly believed by John Dewey.

5. Who is known as the extreme naturalists philosopher?

6. Write the various branches of philosophy and discuss all.

7. "All questions of education are concerned with philosophy"- Discuss

8. "Education is the dynamic side of philosophy"- Discuss this statement showing relation between the two.

9. What is the relation between educational philosophy and teaching? How does educational philosophy influence on methodology of teaching?

10. How can a teacher benefit himself from philosophy?

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Unit- 3
PSYCHOLOGY AND EDUCATION

Contents:

3.0 Introduction:

Now-a-days, everyone uses the term psychology in their everyday lives. It is very important for the life of every individual. When we study the revolution of psychology, we find that in ancient times psychology was related with philosophy. It was recognised as a formal independent subject from the year 1879. This concept was formally developed by the psychologist Wilhelm Wundt by establishing the first Psychological Laboratory at Leipzig of Germany. At present, Psychology is termed as a science of behaviour of human and other living beings. It is also recognised as a factor for solving different problems of human beings. In this unit, we shall discuss about the meaning and nature of psychology, the relationship between education and psychology, meaning, nature, scope and methods of educational psychology

as well as the importance of educational psychology in the teaching and (or hyphenate) learning process.

3.1 Objectives:

After going through this unit you will be able to–

- *understand* the meaning and nature of psychology.

- *explain* the relationship between education and psychology.

- *describe* the meaning, nature, scope and methods of educational psychology.

- *understand* the importance of educational psychology in the teaching and learning process.

3.2 Meaning of Psychology:

Etymologically, the word 'Psychology' is derived from two Greek words- 'psyche' and 'logos'. The word 'psyche' means soul and 'logos' means study or science of. Therefore, psychology means the study of the soul.

The meaning of the term psychology underwent change with the passage of time. At first it was termed as the science of the soul, then science of the mind and science of the consciousness and now it is termed as the science of behaviour.

Philosopher Plato and Socrates termed psychology as a science of soul. But as soul is invisible and we cannot have direct experience of it, so the concept of soul in psychology has been rejected. Again the study of soul is very closely related with philosophy than psychology.

The German Philosopher Kant and others criticised the soul concept of psychology and termed it as the science of the mind. But from a practical point of view, 'mind' itself was as vague as the soul. Mind is only too general a term to describe the various processes of experiences. Hence, it is difficult to distinguish mind from the matter.

In the period of accepting the concept of psychology as a science of the mind, it was found that there are three kinds of mind- the conscious mind, sub-conscious mind and the unconscious mind. Psychologists William Wundt, William James and others termed psychology as a science of consciousness.

But this concept of psychology was also criticised because in this concept, the importance of sub-conscious and unconscious mind in psychology was totally ignored. Consciousness is only a thin slice of the mind and it was further made known that the unconscious occupies the larger part of the mind to which attention needs to be directed.

From the beginning of the 20th century, some psychologists tried to analyse the meaning of psychology from different perspectives. Psychologists like John Broadus Watson, William McDougall and others defined psychology as a science of behaviour. According to McDougall, "Psychology is the positive science of the behaviour of living beings." This concept of psychology as a science of behaviour is accepted till date. The term 'behaviour' is used here in a very broad sense. It includes physical and motor functions like walking, running, jumping and doing things; the mental and intellectual activities like perceiving, reasoning, remembering and thinking and the emotional experiences like feeling pleasure and pain in situations.

The psychologist Woodworth summarized the gradual development of psychology with the help of following words- "First psychology lost its soul, then it lost its mind then it lost consciousness, it still has behaviour of a kind."

Different psychologists analyse the meaning of psychology according to their own way and provide definitions of it. Some of them are mentioned below:

- According to Watson, "Psychology is that division of natural science which takes human behaviour both learned and unlearned as its subject matter."

- In the words of John Dewey, "Psychology is the science of the facts or phenomena of self."

- According to Landsman Skinner, "Psychology is the science of behaviour and experiences."

- In the words of Woodworth and Marquis, "Psychology is the scientific study of the activities of the individual in relation to his environment."

- According to Longfeld Boring and Weld, "Psychology is the study of human nature."

- According to William McDougall, "Psychology is the science which aims to give us better understanding and control of behaviour of the organism as a whole."

- To quote W. B. Kolesnik and Pillsbury, "Psychology is the science of human behaviour."

- In the words of Atkinson and Atkinson, "Psychology is the science that studies behaviour and mental process."

- According to R. S. Woodworth, "Psychology undertakes to make a scientific study of the individual consideration as a unit as he really is in his dealings with other individuals and with the world."

- According to Kurt Koffka, "Psychology is the scientific study of living creatures in their contact with the other world."

- In the words of Charles Skinner, "Psychology deals with responses to any and every kind of situation that life presents. By responses of behaviour is meant all form of process, adjustment, activities and experiences of the organism."

- Crow and Crow opined, "Psychology is the study of human behaviour and human relationship."

Thus, it is said that psychology is the study of behaviour of all living beings at all the stages of their development.

STOP TO CONSIDER

Wilhelm Wundt: Wundt was the first psychologist who separated psychology from philosophy and established the first ever 'Psychological Laboratory' to develop Psychology as an independent subject. It is the beginning of modern psychology. For this contribution, Wilhelm Wundt is regarded as the **'father of psychology'**.

3.2.1 The Nature of Psychology:

Nature of psychology is clearly reflected from the meaning and nature of psychology which are mentioned below:

(i) **As a Process:** There is no independent place for psychology. The main goal of psychology is to develop itself as a process by helping the individuals on the basis of social needs.

(ii) **Continuous Process:** Psychology is a continuous as well as dynamic process. In this process, an individual can understand himself and provide knowledge for utmost development of one's capabilities. An individual can apply the knowledge of psychology at any stage of his life.

(iii) **Related with Life:** Psychology is related to the life of an individual. Psychology contributes to life formally and informally.

(iv) **Development of Capacities:** Individuals can develop their abilities in an extended way with the help of psychology. Psychology can help the individual in the realisation of his own self.

(v) **Individual Assistance:** Psychology is also termed as individual assistance. Individuals can develop themselves individually instead of in a group with the help of psychology.

(vi) **Task of Trained Persons:** It is not everybody's cup of tea to provide the knowledge of psychology because lots of techniques are applied in psychology. For this task, trained persons, psychologists and counsellors are required. Psychology is a skilled process.

(vii) **Wide Scope of Psychology:** The scope of psychology is very wide. Its scope includes the individual of different age groups, interest, features and natures. It is a difficult task to delimit its area.

(viii) **Helpful in Adjustment:** Psychology helps individuals to adjust in different environments. The process of psychology provides knowledge about how to adjust in different situations. One important goal of psychology is to adjust the individual in a problematic situation.

(ix) **Helpful in Developing the Ability of Self-Concept:** The nature of psychology includes the features for developing the individual psychology of an individual. Through this process, an individual can develop self-confidence for solving different problems of life.

(x) **Helpful in Preparing for Future Career:** The process of psychology helps the individual to prepare themselves for future career or vocation. In this process, psychology is like a well wisher to the individual.

(xi) Psychology as an Educational Service: The nature of psychology includes educational service as well. Psychology is treated as an educational service. It helps to solve the problems occurring in the educational field.

(xii) Client Centred: Psychology is also termed as special service. This process is mainly client centred and development based.

In the year 1978, Baqer Mehdi opined about the nature of psychology in his book 'Psychology of School' published by NCERT. According to him,

- Psychology is an organised service.
- Psychology is above the narrow concept of guidance.
- Psychology is a special as well as general service.
- Psychology is for all.
- Psychology is a dynamic formal and informal process.

3.3 Relationship between Education and Psychology

Psychology is a science of behaviour of all living organisms in this world. It tries to study the behaviour of all living beings in terms of bodily and mental activities. It is not fixed in any norms. Psychology tries to make an objective study of behaviour by using the method of direct observation and experimentation. There is no room for speculation or subjective judgement of human behaviour in psychology. That is why; it is also termed as 'objective science' or 'positive science'. On the other hand, education generally deals with young people and the conditions which promote or hamper their normal growth. It is a normative science that tries to find out a norm or ideal of education acceptable to people. Education is related with philosophy that helps education to perceive the problem as a whole comprising its past, present and future.

In general view, both these subjects are different from each other but if we observe closely then we find that there is a very close relationship between these two concepts. The main goal of education is to develop the personality of the child and to form their character. For achieving this prime goal of education, psychology is required. In developing the theory of education and in improving the practice of teaching psychology plays an important role today. But in the past, attitude of traditional people towards psychology was different from today. People believed at that time that teaching was an

art and it only required scholarly knowledge and practical skill. The study of psychology was like an obstacle at that time. But the Swiss Psychologist Pestalozzi opined that "The art of education must be based on an accurate knowledge of mental life."

In the present education system, child is the central point and teacher applies different methods and ways for effective development of children in all the developmental stages. The teacher has to study the needs and interests of children and provide facilities for their sound development. Without the knowledge of psychology, this entire task is not possible for the teacher. Psychology helps the teacher to develop a broader, deeper and effective understanding of education. James S. Ross opined his view in regard to the importance of psychology in education with the following words- "If the end of education is beyond the province of psychology, the means are one of its most important applications. An educator with an aim of education that is possible must turn to psychology in order to discover how it is to be realised with a minimum of trial and error."

Psychology is very effective in different aspects of education:

➢ As psychology is a positive science so it is not concerned with the aims of education directly. But psychology helps the teacher in selecting the means of achieving educational aims with maximum result.

➢ With the help of psychology, the teacher can understand the nature of the child properly.

➢ The teacher can learn from psychology how one personality acts upon another, how group life influences to modify the behaviour etc.

➢ Knowledge of psychology helps the educator to know himself in a proper way.

It is said that education is influenced by psychology. In the same way, psychology is also influenced by education as at present, the education system expands the activities of psychology and it also creates new work opportunities. Applicability of psychology is incomplete without education.

So, we can say that the relationship between education and psychology is very close and intimate. Both these subjects are complementary to each other.

3.3.1 Differences between Education and Psychology

Though there is a very close relationship between education and psychology, there are some differences also between these two concepts. These are mentioned below:–

Education	Psychology
1. Education is a normative science.	1. Psychology is a positive science.
2. The aim of education is social.	2. The aim of psychology is only individual.
3. Education determines the aim of life.	3. Psychology helps to practically realise the aims of education.
4. Education is influenced by pure thinking.	4. Psychology is directed by real experiences.
5. The process of education is synthetical.	5. The process of psychology is analytical.
6. Education is based on philosophical principles.	6. Psychology is based on real experiences.
7. Subject-matter of past, present and future occupy place in education.	7. Only present experiences and observation take place in psychology.
8. The process of education is based on higher mental abilities.	8. The process of psychology is based on experimentation.
9. Education provides universally acceptable general principles.	9. Psychology applies the general principle of education in specific fields.
10. Education is related to the world of thought.	10. Psychology is related to the world of action.

CHECK YOUR PROGRESS

Q 1: Write the etymological meaning of the term 'psychology'

Q 2: Who was the first psychologist to establish a psychological laboratory?

Q 3: Write two differences between education and psychology.

SELF ASSESSMENT QUESTIONS

Q 1: Why is psychology called a science of behaviour?

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Q 2: How can the knowledge of psychology help an individual to adjust in a new situation?

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3.4 Meaning of Educational Psychology

Educational psychology is generally a branch of education which is mainly concerned with the application of general principles of psychology in solving educational problems. It gives importance to studying human behaviour in educational situations. Educational psychology is an important branch of psychology and its scope is very vast. It studies the required principles, facts and methods for solving different problems related with education. Its subject matter is the behaviour of children in the educational process. Like general psychology, educational psychology is also a science. Educational psychology is the study of workable aspects of psychology related with educational situations and circumstances.

Educational psychology is included in the group of applied psychology. J.J. Rousseau was the first person who thought to apply psychology in education. In modern times, Swiss Psychologist Pestalozzi for the first time tried to apply psychological principles and theories in the field of education. For that, **Pestalozzi** is known as the pioneer or father of educational psychology. Educational psychology studies the problems of education related with teaching and learning and tries to solve them. The present education system is based on educational psychology. Without the knowledge of educational psychology it is not possible for the teacher to teach children effectively.

At present different teaching methods are used to teach children, such as the Kinder Garten method, Montessori Method, Heuristic method, Dalton plan, Play-Way method etc. All these teaching methods are based on the principles of educational psychology.

Different psychologists analyse the meaning of educational psychology and provide definitions for it. Some definitions of educational psychology are mentioned below:–

- In the words of A. E. Woolfolk, "Educational psychology is a discipline concerned with understanding and improving the teaching and learning processes; it uses the theories and methods of psychology as well as its own unique theories and methods."

- Skinner opined "Educational psychology is that branch of psychology which deals with teaching and learning."

- According to W. C. Trow, "Educational psychology is the study of psychological aspects of educational situation."

- In the words of Crow and Crow, "Educational psychology describes and explains the learning experiences of an individual from birth through old age" and "The subject matter of educational psychology is concerned with the conditions that affect learning."

- According to Stephen, "Educational psychology is the systematic study of the educational growth and development of a child."

- To quote C. H. Judd, "Educational psychology may be defined as the science which describes and explains the changes that take place in individuals, as they pass through various stages of development from birth to maturity."

- According to Kolesnik, "Educational psychology is the practical science which applies theories and principles of psychology in the field of education."

- In the words of Peel, "Educational psychology is the science of education."

After analysing the above definitions of educational psychology, we found some features of it. These are:

o Educational psychology is the application of psychological principles in the teaching-learning process.

o Educational psychology is developed by the interaction of two concepts- education and psychology.

o It makes the teaching-learning process effective.

o It provides different methods and techniques which are applied in growth and development of children in different stages.

o It helps in proper change of human behaviour of children.

o It helps the teacher to understand the need and characteristics of students in different levels of education.

o It makes the teaching-learning process goal oriented.

3.4.1 The Nature of Educational Psychology:

The nature of educational psychology can be understood with the help of the following points:

(i)   Applied Science: Educational psychology is recognised as applied science or applied psychology because it applies psychological principles in the educational field. Educational psychology studies the behaviour and experiences of children by applying psychological principles.

(ii) Positive Science: Educational psychology is a positive science; it is not a normative science. It connects a link with present facts of the world. Educational psychology studies the natural, principles of children in the context of the present situation without any change. It does study the values and norms of education.

(iii) Educational Science: From the application at perspective educational psychology is related to educational problems only. Just as general psychology studies the behaviour of individual in different situation, educational psychology also studies the behaviour of children in educational situations. It does not include the study of behaviour of individual in whole life.

(iv) Practical Science: By nature, educational psychology is practical. Educationists and teachers apply educational psychology in all teaching-learning transaction. Without the application of educational psychology, effective teaching is not possible.

(v) Growing and Developing Science: Educational psychology is related to different factors, principles and techniques of growth and development of children. As a science educational psychology is always concerned with growth and development.

(vi) Social Science: Educational psychology is also termed as social science. At though educational psychology studies the behaviour of the individual from an educational perspective but its results are applicable to all individuals. It always has a social implication.

(vii) Specific Science: Psychology is a general science as it studied human mind in a comprehensive way. But educational psychology is termed as a special science as it studies human behaviour in educational situations only.

(viii)Developing Science: Educational psychology is always concerned with new research. On the basis of the results of research, educational psychology makes it possible to study the behaviour and nature of children very deeply.

3.4.2 Scope of Educational Psychology

Generally, the term scope means field of study. Educational psychology is a combination of two subjects- education and psychology. The scope of educational psychology is very vast as it includes all the aspects concerned with education and psychology. Different aspects included under the scope of educational psychology are discussed below:

1) **Human Behaviour:** Educational psychology is primarily concerned with the study of human behaviour. Psychology studies the behaviour of individuals and education tries to modify the behaviour of the individual. Peter Sandiford opined in this regard that "Its subject matter is the behaviour of human beings undergoing the process of education."

2) **Study of the Stages of Development:** Educational psychology is related to the growth and development of children. The scope of educational psychology includes how a child passes through different stages of growth and development and the features of each stage of growth and development. Without the knowledge of features of growth and development, it is not possible to plan any education programme.

3) **Learning Process:** Learning means modification of behaviour through experiences and training. For acquiring such experiences and training, how the students of different stages of education get knowledge, what are the methods of learning and which method is best fitted for particular stage of education, what are the laws of learning are some of the questions included under the scope of educational psychology.

4) **Heredity and Environment:** Both heredity and environment jointly influence the learning of children. Heredity simply means the genetic qualities coming to a child from his/her forefathers; and environment means the social surrounding of the child. Both of these play an

important role in modifying the child's behaviour. Hence, the study of these two concepts is also included under the scope of educational psychology.

5) **Development and Adjustment of Personality:** Educational psychology also studies the development and adjustment of personality of an individual in educational situations. Broadly, education means all round development of the personality of an individual. With the help of a balanced and developed personality, one can adjust in any situation.

6) **Study of Intelligence and its Measurement:** Scope of educational psychology also includes the nature of intelligence and its measurement. Intelligence means the general mental ability of an individual. Study of intelligence and its measurement is very necessary to identify the human resources as well as abilities of an individual and to provide training according to their abilities. It is very important for the teacher to know the mental ability of the students.

7) **Providing Guidance and Counselling:** Another important area included under the scope of educational psychology is guidance and counselling. Providing guidance to the growing child is also a kind of education. Guidance and counselling is necessary for the students apart from their normal classroom learning for solving their different personal and educational problems.

8) **Study of the Unconscious Mind:** According to different psychologists, the study of the unconscious mind is also recognised as a scope of educational psychology. During the learning process, feelings and activities of the students are sometimes directed by the unconscious mind. The unfulfilled hopes and expectations of the students are normally stored in the unconscious mind and due to all these; they suffer from different problems. It is very important for the teacher to observe their students very closely for their proper growth and development.

9) **Individual Differences:** Due to the influence of heredity and environment, no two individuals in this world are same. For these differences, abilities, capabilities, interest and nature of each individual differs from the other. It is very important for teachers to

know the individual differences of their students for effective teaching-learning transactions. Now-a-days, this aspect is occupying a very important place in educational psychology.

10) **Group Psychology:** Educational psychology also includes the study of influence of a group for the growth and development of children. Group life or group helps the child to acquire social qualities for proper adjustment in the society. Hence, the present education system gives importance to group discussions and peer group learning.

Apart from all these, the other subject matters of educational psychology are- mental hygiene, study of nervous system, method of teaching, teacher's self enquiry, preparation of curriculum and text books, interest, motivation etc.

CHECK YOUR PROGRESS

Q 4: Who is known as the father of educational psychology?
Q 5: Mention one modern method of teaching based on educational psychology.

3.5   Methods of Educational Psychology:

In modern times, there are lots of methods used to study educational psychology. Important data are collected by these methods and conclusions drawn from them. Some important methods of educational psychology according to the prescribed syllabus are discussed below:

3.5.1   Observation Method

One important method of educational psychology is the observation method. In this method, the mind and behaviour of an individual is directly observed by our sense organs. Emotion, feelings, experiences of human mind is normally reflected in his/her behaviour. If the human behaviour is to be observed and assessed in a planned and systematic way than it it may give valuable data for psychological perception. There are different kinds of observation. These are participant observation and non-participant observation, controlled and uncontrolled observation, natural and artificial observation.

The four main steps of the observation method are mentioned below:

- Firstly, proper planning is required for observing human behaviour. What are the behaviours to be observed and how these are to be observed are the main concern of this step.

- Secondly, the observer must execute the observation in a proper way so that all the required data are collected.

- Thirdly, the observer must record the collected data adequately.

- Lastly, interpretation of the observer is very important to get an idea about the behaviour of the said individual.

There are different merits and demerits of the observation method. Some of them are mentioned below:

Merits:

- It is a dynamic and economic method of educational psychology to study human behaviour.

- It is a very reliable method to study human behaviour in the simplest way.

- In this method, the complex situation of the laboratory is not required.

- In this method, it is possible to observe the behaviour of a group of individual.

Demerits:

- Biasedness /Bias of observer is there in this method.

- In the same situation, analysis and interpretation of two observers is not same.

- This method is not useful for cause-effect relationship in behaviour.

3.5.2 Experimentation

Experimentation is nothing but observation under known or determinate and prearranged conditions of a laboratory. The essence of experiment consists in controlling the conditions under which a phenomenon occurs and then verifying those conditions systematically and noting the results. In the method, laboratory situation is under complete control of the experimenter where outside situations cannot adversely affect the result.

Different steps of experimentation are mentioned below:

- Raising the problem is the first step. The experimenter first selects the problem for experiment.

- Then, the experimenter formulates a hypothesis on the basis of that particular problem to be tested.

- The experimenter next distinguishes the dependent and independent variables related with the problem

- After that the experimenter controls the situation for examination.

- Result of the experiment must be analysed by the experimenter.

- At last, hypothesis must be verified to see whether it can be accepted or not.

There are different merits and demerits of experimentation. Some of them are mentioned below:

Merits:

- This is a systematic method of educational psychology for getting reliable data.

- This is a scientific method of studying human behaviour.

- Subjective influence of the experimenter is not there in this method.

- This method allows the experimenter to establish cause-effect relation of human behaviour.

Demerits:

- This method is very costly in terms of time and money as it requires different apparatus and a systematic laboratory.

- This method is not conducted by every teacher because specialised knowledge is required.

- This method is not effective for young children.

3.5.3   Case Study Method

Present psycho-physical reaction and behaviour of the individual is based on man's past history and its significant event. This method is employed to collect data from the life history of the individual. According to different psychologists, most of the causes of mental ailment are due to some physical,

social, emotional and family conditions of the past. This method is based on authentic collection of data and objective analysis of that data of the past. The main features of this method are:

- It is a subjective method of study.

- This method analyses the present behaviour on the basis of due past.

- In this method, hereditary and environmental data of the individual are collected.

- The investigator of this method must be a trained one.

There are different merits and demerits of the case study method. Some of them are mentioned below:

Merits:

- This method covers all the aspects of the child as a whole.

- This method is helpful for us to know the causes as well as remedies of maladjustment.

- This method is highly reliable.

Demerits:

- This method is not applied by all educators because technical and professional skills are required.

- Field of application of this method is limited and the scope is narrow.

3.6 Importance of Educational Psychology in the Teaching-Learning Process

Knowledge and application in educational psychology make the teaching-learning process very interesting and effective. The Swiss psychologist Pestalozzi opined his views to apply psychology in educational process for the first time. The following points reflect the importance of educational psychology in the teaching-learning process:

- **Understanding Child Psychology:** Teachers must have the knowledge of individual and group psychology to make their teaching effective. For example, teachers must know about what children think, what are their interest in different stages of growth and development, how their capabilities can be used for achieving

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educational objectives. Apart from these, teachers also use the knowledge of child psychology to modify their teaching skills.

- **Understanding Individual Difference:** In the past, it was believed that all children are alike. From the knowledge of psychology, we know that there are individual differences among all individuals. With the help of the knowledge of educational psychology, teachers must develop the abilities and capabilities of each and every student.

- **Use of the Children's Instinct:** Instincts are always work-oriented. True education tries to modify the instincts of the students. Only with the knowledge of educational psychology, can teachers know the different instincts of the individuals and the ways to modify the instincts for the development of the children. Modification of instincts of the children is very important because at birth, there is no difference between human beings and other living beings.

- **Formation of Attainable Goals:** It is not possible to attain goals without the knowledge of educational psychology. Psychology helps to form the attainable goals logically. With the help of educational psychology, teachers can realize the attainable goals of education for different stages of education and determine all these.

- **Providing Knowledge about the Laws of Learning:** Knowledge of educational psychology helps the teachers to know about the different ways of acquiring learning. Different laws of learning are essential for children to learn something and teachers must have knowledge about major and minor laws of learning.

- **Measurement of Attainment:** One main responsibility of teachers in the process of teaching is to measure the attainment of students reliably and accurately. Teacher must systematically acquired knowledge about the objectives of evaluation of acquired knowledge of students such as knowledge, understanding, application, analysis, synthesis and evaluation.

- **Provides Knowledge of Heredity and Environment:** Heredity and environment play an important role in the life of an individual. Influence of both these aspects is always recognisable. With the help of the knowledge of educational psychology, it is possible for the teacher to acquire knowledge about the child's heredity and environment.

- **Use of Reward and Punishment:** In teaching-learning process, teachers use reward and punishment as an important tool. Physical punishment of the past is now replaced with mental punishment. It is important for the teacher to know the use of reward and punishment and educational psychology helps the teacher in this regard.

Apart from the above mentioned points, there are also some points which reflect the importance of educational psychology in the teaching-learning process. In the teaching-learning process, educational psychology is important for providing educational guidance, for creating interest and motivation, for adapting suitable methods of learning and for realisation of the teacher's own rules etc. Modern education is not possible without the knowledge of educational psychology.

CHECK YOUR PROGRESS

Q 6: Mention two merits of the observation method.
Q 7: Mention two demerits of the experiment method.

3.7 Summing Up

- This concept was formally developed by the psychologist Wilhelm Wundt by establishing the first Psychological Laboratory at Leipzig of Germany.

- Etymologically, the word 'Psychology' is derived from two Greek words- 'psyche' and 'logos'. The word 'psyche' means soul and 'logos' means study or science of. Psychology means study of the soul.

- Psychology is a continuous as well as dynamic process. In this process, an individual can understand himself and provide knowledge for utmost development of one's capabilities.

- Psychology helps the teacher to develop a broader, deeper and effective understanding of education.

- Educational psychology is the study of workable aspects of psychology related to educational situation and circumstances.

- Just as general psychology studies the behaviour of individuals in different situation, educational psychology studies the behaviour of children in educational situations.

- The scope of educational psychology is very vast as it includes all the aspects concerned with education and psychology.

- With the help of the knowledge of educational psychology, teachers must develop the abilities and capabilities of each and every student.

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3.9   Model Questions

Short-Answer Questions

1. What is psychology?
2. What is educational psychology?
3. Define educational psychology.
4. What is observation?
5. What is experimentation?
6. Write one specific characteristic of educational psychology.

Long-Answer Questions

1. What is psychology? Write about its nature.
2. Write about the nature of educational psychology.
3. Write the differences between education and psychology.
4. Write about the case study method.
5. How does the knowledge of psychology help a teacher?
6. What is educational psychology? Discuss its scope.
7. Discuss the importance of educational psychology in the teaching learning process.

3.10   Answers to Check Your Progress

Answer to Q. No. 1: Etymologically, the word 'Psychology' is derived from two Greek words- 'psyche' and 'logos'. The word 'psyche' means soul and 'logos' means study or science of. Psychology means study of the soul.

Answer to Q. No. 2: Wilhelm Wundt.

Answer to Q. No. 3: Two differences between education and psychology are:

- Education is a normative science. But psychology is a positive science.

- Education is related to the world of thought. On the other hand, psychology is based on real experiences.

Answer to Q. No. 4: Pestalozzi.

Answer to Q. No. 5: Kinder Garten Method.

Answer to Q. No. 6: Two merits are:

- It is a dynamic and economic method of educational psychology to study human behaviour.

- It is a very reliable method to study human behaviour in the simplest way.

Answer to Q. No. 7: Two demerits are:

- This method is very costly in terms of time and money as it requires different apparatus and a systematic laboratory.

- This method is not conducted by every teacher because specialised knowledge is required.

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Unit- 4
EDUCATION FOR NATIONAL INTEGRATION
AND INTERNATIONAL UNDERSTANDING

Contents:

4.0 Introduction:

Looking into the present disintegrated situation of the world, the concept of National Integration and International Understanding has gained momentum. The explosion of population has brought along with it many unhealthy competitions regarding different aspects of our life to achieve a standard way of living. There is no doubt that people have advanced in the world of science and technology tremendously, but have not been able yet to overcome the problems of narrow mentality, mere regionalism, communalism, casteism, religious taboos etc. Due to the lack of emotions,

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fellow feeling, sentiments for the nation and world we are going through the pain of hating each other. We have become so materialistic that we donot want to sacrifice our selfish motives for the greater benefit of the nation and the world. However not everyone is unconscious and pessimistic regarding the national development. A section of the society are always eager to fight the challenges standing before National Integration and International Understanding. There have been continuous efforts towards making India a secular and internationally strong nation. Although not without its hurdles, if people change their mentality for the better this dream could be achieved very soon. National Integration is a feeling of oneness among all the citizens of a country. Even though we belong to different religions, races, cultures, communities, castes and regions, and speak different languages we ought to remain united. India being a secular country tries to maintain National and International brotherhood for world peace, which can be evidenced from the policies and programmes recommended by the Government from time to time. According to Kothari Commission (1964-66), "National Integration includes a confidence in Nation's future, a continuous rise in the standard of living, development of feeling of values and duties, a good and impartial administrative system and mutual understanding." According to the National Integration Committee, National Integration is a psychological and educational process involving the development of a feeling of unity, solidarity and cohesion in the hearts of the people, a sense of common citizenship and a feeling of loyalty towards the nation. National Integration helps in stabilizing democracy and increases economic growth. It gives people important rights and duties so that they can live in harmony with each other. It strengthens and protects our constitutional values, and prevents conflicts and social injustices. While preserving democracy, it protects the country from foreign aggression. However, communalism, religionalism, linguism, casteism, narrow mindedness, ignorance, hatred, suspicion, prejudice, superstitions etc. lead to disintegration among the people in a country. Therefore education must play an important role in removing such negative concepts. This can be made possible by introducing a more democratic curriculum, secular values, literature, art, music, co-curricular activities, celebrating important national and international dates, conducting tour, exhibitions of films on National and International outlook. Like National Integration, International Understanding and integration is also necessary to make the world a better place to live in. International understanding means mutual tolerance and co-operation of one country with the other.

Wars and conflicts among different countries of the world can be reduced and gradually erased only with the help of International Understanding.

4.1 Objectives

After going through this unit, you will be able to:–

♦ *understand* and discuss the meaning and nature of National Integration.

♦ *understand* the role of education in development of National Integration and International Understanding.

♦ *describe* globalization.

♦ *understand* the impact of globalization in developing International Co-operation.

4.2 National Integration and International Understanding

National Integration and International Understanding are important aspects in building a world of well-integrated nations helping each other to create a better human and physical environment. Without them it would not be possible for all countries to move forward in fields of social life.It is the responsibility of every literate and educated people to create as much awareness as possible for the growth of the Nation along with the other nations of the world together.

4.2.1 Meaning of National Integration

National Integration is a desire harbored by peace lovers of a country. They dream of living in peace and harmony with all the citizens of the country and of developing together in all arenas. Practically the dream is lagging behind. To realize this dream, it is pivotal to make the people aware about the importance of National Integration well. According to Dr. Radhakrishnan, "National Integration cannot be built by brick and mortar, it cannot be built by chisel or hammer. It has to grow silently in the minds and hearts of man. The only process is the process of education." National Integration is a spirit that binds all people together irrespective of caste, creed, religion, sex, colour, language. Nationalism is something that does not know the barriers of language or religious mappings. It relies on common ideals and

sentiments or the feelings of belongingness to the nation. It should be kept in mind that loving one's nation does not mean hatred towards one's own culture, community, religion, region or language. National Integration is a feeling of oneness with other members of the country along with their own community or group. India is a country full of cultural diversities. Maintenance of "we- feeling" among these diversities means national integration. National Integration develops qualities like friendship, co-operation, kindness, mutual understanding, tolerance, oneness and security among the citizens of a country. National Integration teaches people to be happy together and stand together in times of danger irrespective of the narrow barriers created by a section of the society.

4.2.2 Nature of National Integration

The nature of National Integration can be defined through the following characteristics.

a) National Integration means we-feeling, oneness or belongingness towards the nation.

b) It binds people with diverse cultural aspects together with some common ideals to develop peace and harmony in the nation.

c) It develops brotherhood, and solidarity among the people.

d) National Integration protects the country from being attacked by foreign wars and conflicts.

e) It maintains and preserves the equality of human rights by building a positive mentality among the citizens.

f)   National Integration develops the nation without hampering the communal ideals and beliefs.

g) It removes ill feelings like narrow-mindedness, superstition, suspicion, hatred, intolerance from its people.

h) National Integration helps to develop all arenas of a nation including social, moral, cultural, economic, educational, linguistic aspects.

i) National Integration enables the people of the country to face any problems or challenges together boldly.

CHECK YOUR PROGRESS

Q.1. Define National Integration forwarded by Kothari Commission 1964-66.

Q.2. What are the barriers faced by National Integration?

Q.3. "Nationalism is something that does not know the barriers of language or religious geography." Write True or False.

Q.4. Mention two characteristic feature of National Integration.

SELF ASSESSMENT QUESTIONS

Q.1. Explain how National Integration removes ill feelings among the people of a nation.

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4.2.3 Meaning of International Understanding

A nation cannot develop alone. It has to have mutual relationships with and tolerance towards other countries of the world if it wishes to progress in all developmental fields. Due to the rapid development of science and technology the world has become a global village. In fact the people all over the world today have realized the need of universal brotherhood and tolerance if world peace has to exist. International Understanding means harmony, cordial relationships, tolerance, understanding, friendship, co-operation, co-ordination, help in times of need existing among different countries of the

world. According to Dr. Walter H.C. Lewis, "International Understanding is the ability to observe critically and objectively and appraise the conduct of men everywhere to each other, irrespective of the nationality or culture to which they belong. To do this one must be able to detach oneself from one's particular cultural and national prejudices and to observe men of all nationalities, cultures and races on equally important varieties of human beings inhabiting this earth." International Understanding makes one feel that he is not only a citizen of his country but also a member of the world. No single country in the world is self sufficient today. One has to depend on other countries to meet their demands with changing times. The countries are dependent upon one another not only for trade and commerce or goods and services but also to promote a better socio-cultural life. International Understanding makes the people realize the need for love and respect for humanity. According to A.N. Mishra, "International Understanding refers to friendship and harmony amongst different nations of the world and also includes co-operation amongst them, and each one maintaining the identity and sovereignty as well."

4.2.4 Nature of International Understanding

The nature of International Understanding can be defined though the following characteristic features :

a) International Understanding refers to friendship, harmony and co-operation existing among different countries of the world.

b) It promotes world peace and improves the socio-cultural lives of people.

c) The countries are interdependent for trade and commerce, political and social stability, economic policies. Thus, International Understanding binds the nations of the world together.

d) International Understanding instills in the minds of people that they respect people irrespective of their different cultures or geographical boundaries.

e) It encourages and motivates people around the world to stand together and solve various problems of their region, nation and the world.

f) International Understanding promotes quality education for all and makes them aware of their civil rights and duties.

g) It encourages respect for each other's cultures, healthy nationalism, democratic values and enriches human nature.

h) International Understanding has made the modern world progressive with advanced human civilization.

i) It is instrumental in eradicating poverty and developing the living conditions of people in the different parts of the world.

STOP TO CONSIDER

- International Understanding makes one feel that he is not only a citizen of his country but also a member of the world.
- International Understanding has made the modern world progressive with advanced human civilization.

CHECK YOUR PROGRESS

Q.5. Define International Understanding.

Q.6. Write two characteristics of International Understanding.

SELF ASSESSMENT QUESTIONS

Q.2. Justify the statement "International Understanding has made the world progressive with advanced human civilization."

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4.3 Role of Education in development of National Integration and International Understanding

Education is a very strong weapon that helps eradicate the evils cropping up in society from time to time. It is only through education that a wonderful, peaceful and harmonious environment can be created in the world. Education does not mean merely achieving degrees and certificates from educational institutions. It also means achieving the highest degree of qualities to be a good human being who can create a world full of positive and happy energy in the people.

4.3.1 Education and National Integration:

Education is a means for promoting National Integration. Education develops constructive mindsets in people to make society a better place to live in. A nation's progress can be reflected through its educational quality and system. Education can sensitize the minds of the young generations to bring the people closer irrespective of differences in caste, creed, culture, language, region, religion, gender etc. Education promotes enthusiasm among the people to cope with difficult situations of the nation and confront them together. Democratic values like leadership, equality, freedom, co-existence, patriotism, tolerance, friendship, sacrifice, devotion, respect towards the nation, fellow feeling, communal harmony and peace are all developed by education. Education makes people realize about their duties and rights towards their nation and stand for it whenever the need arises. A nation can be progressive in the economic, social, political, cultural, vocational and educational fields only with the help of proper education. **"United we stand, divided we fall"**, this saying can be understood very well by our achieved knowledge and experiences. Education makes it possible to promote and preserve the cultural heritage of a nation. India as a secular country and full of diverse cultural heritages, can be developed only through well imparted education. Education is a life-long process which teaches us to be strong, selfless and well adjusted individuals and serve our society and the nation as far as possible. Optimistic and positive attitudes in our lives can be instilled in our minds with the help of education. There can be no national integration without understanding the various cultural heritages of our country. This mutual understanding leads to communal harmony and assures brotherhood. Hence the aim of education must be to instill the feeling of patriotism and nationalism among the individuals and acquire social efficiency.

STOP TO CONSIDER

Education can sensitize the minds of the young generations to bring the people closer irrespective of differences in caste, creed, culture, language, region, religion, gender etc.

"United we stand, divided we fall", this saying can be understood very well by our achieved knowledge and experiences.

CHECK YOUR PROGRESS

Q. 7. A nation's progress can be reflected through its educational quality and system. Write True or False.

SELF ASSESSMENT QUESTIONS

Q.3. What is the role of education in promoting democratic values?

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4.3.2 Education and International Understanding

International Understanding means Internationalism or Inter-cultural understanding. It extends to imply the development of moral values among the people by sub-ordinating their selfish needs and interest for the sake of the greater world harmony and eternal peace. Internationalism develops the spirit of positivity and respect towards each other's culture for promoting integration and mutual understanding. For peaceful co-existence it is very important to have love towards humanity by becoming good human beings with all the necessary qualities to promote happiness in the world. To eradicate insecurity, poverty, narrow-mindedness and wars from the world, education is the strongest weapon. No single nation of the world can stand alone in today's fast changing world of technological and scientific development. Each country has to depend on the other due to various social, cultural, political, economic and educational aspects. The peace and progress of a country depends largely on the mutual co-operation of the other. Thus education can make it possible to develop the mutuality, tolerance and other human qualities to unite the nations of the world and promote world progress together. Education systems should be planned in such a way that thing develops team spirit, world mindedness, democratic, moral, social, cultural values among the students through the curricular and co-curricular activities in the educational institutions. The text books must contain topics of national integration and international understanding. If any concept supports prejudices, it must be removed immediately and re-written correctly. International Understanding can be developed in the educational institutions by incorporating activities like celebration of birth anniversaries of great patriots, International weeks, days of International importance, organization of UN societies, pen friends club, exhibitions, International games, drama, art, literature competitions etc. Education must develop rational and critical thinking among the young students towards the different issues and challenges

of the world. Awareness on global interdependence between the nations, international solidarity, co-operation, solving problems of the world, appreciation of contribution of others are the pillars of Internationalism.

STOP TO CONSIDER

International Understanding can be developed in the educational institutions by incorporating activities like celebration of birth anniversaries of great patriots, international weeks, days of international importance, organization of UN societies, pen friends club, exhibitions, international games, drama, art, literature competitions etc.

CHECK YOUR PROGRESS

Q.8. What are the pillars of International Understanding?

SELF ASSESSMENT QUESTIONS

Q.4. Explain the role of co-curricular activities for promoting
Internationalism.

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4.3.3 Challenges on the path towards National Integration and International Understanding

The following points highlight the challenges of National Integration and International Understanding-

(A) **Communalism-** Communalism means loving one's own religion to such an extreme extent that it gradually develops into a hatred towards other religions. It is good when people understand the need of communalism to protect their own rights, culture, tradition, language but this feeling should not gets pessimistic that other religions suffer. Communalism occurs mostly when it is used to gain political, economic and social benefits. Scenes of communal riots are often seen in our country and others due to some misleading social and political environment. Communal conflicts can be eradicated by instilling the optimistic feeling of secularism among the people, especially the young generation, through advanced and utilitarian curriculum.

(B) Regionalism- Regionalism means having greater interests for one's own region rather than the whole Nation. In Regionalism, people give importance to the development and progress of their region first, subordinating the Nation's prosperity. Regionalism goes deeper when a particular region is deprived of all the constitutional opportunities, rights and equalities as compared to other regions of a nation.

(C) Differences in Language- India is a country that has people speaking multiple languages. Some of the communities still oppose Hindi as the national language. They want their own language to be spoken and used officially by others in the country. This creates a chaotic situation in the nation. Often some conflicts take place in the society due to language issues.

(D) Extremism- Extremism means threatening the people through some unfair means ignoring the social and moral values. The individuals who get frustrated due to many problems like unemployment, lack of proper education and inadequate means of livelihood begin to threat people to satisfy their selfish needs and motives.

(E) Casteism- Casteism means feeling of superiority by one caste upon the other. The section that feels their caste as superior exploits the other castes. This section manipulates the powers and opportunities and creates enmity among each other on the basis of caste. This leads to disintegration among the people hampering the national integration and international understanding.

(F) Lack of Patriotism- The feeling of oneness with the nation and love for it has not been developed among all the citizens in India even today. Due to excessive materialistic nature, many people nowadays do not have the feeling of patriotism or adequate feeling of sacrifice for the greater interest of the nation. The enthusiasm and spirit among the citizens of India is not sufficient enough to integrate and unite the nation internationally.

(G) Inequalities of countries- It is known to all that some countries of the world are very highly developed, some developing and some underdeveloped. Some developed countries dominate other developing and underdeveloped countries. This inequality hinders international understanding.

(H) Social Problems- Due to some social problems like poverty, illiteracy, social disparity, lack of good leadership, frustration in youth, political disparity, economic inequality, defective educational system, etc. national integration and international understanding face serious problems.

CHECK YOUR PROGRESS

Q.9. Explain Extremism as a challenge towards National integration.

SELF ASSESSMENT QUESTIONS

Q.5. Elucidate Communalism as a barrier of International Understanding.

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4.3.4 Solutions to overcome the problems:

Education plays a pivotal role in developing peace and progress of the nation and the world with proper attitudes. Therefore while thinking of solutions regarding maintenance of National integration and International Understanding "EDUCATION" is the only hope. Education is the strongest weapon to bring positive and desirable changes in the minds of the people to promote world peace and harmony. The following suggestions can be helpful in eradicating the existing problems in the field of national integration and international understanding with reference to curricular and co-curricular activities-

a) The existing Common School System i.e. 10 +2+3 pattern must be maintained properly. That means after its introduction in the Nation, inspection must be done to ascertain that every institution has provided the necessary curricular facilities and co-curricular activities in the institution.

b) Methods of teaching in the institutions must aim at developing moral, social, cultural, democratic and ethical values among the younger generation.

c) Reorganization of curriculum and text books is mandatory along with the changing timer. The institution must keep in mind the age and understanding capacity of the students and teach subjects that will develop their logical and critical thinking regarding the integration of the nation and international understanding.

d) The students must be encouraged to participate actively in co-curricular activities like and organizations like NCC, scouts and guide, social service, youth festivals, field trips, picnics and incursions etc.

e) Illiteracy is a major cause of disharmony among the nations. Thus, people can be made literate through Adult Education Programmes. This will broaden their outlook and make them aware about the importance of national and international co-existence.

f) The teacher has also a great role to play in promoting National and International bonds. He must be a disciplined, well-mannered, honest, patriotic person and set examples for the students to follow.

g) Students must be encouraged to do group activities more than individual curricular and co-curricular activities. They need to work together and create a harmonious learning environment. This will remove the selfish motives, narrow-mindedness, superstitions, communalism, conservative attitudes and social evils, from the minds of students.

STOP TO CONSIDER

Illiteracy is a major cause of disharmony among the nations. Thus, people can be made literate through Adult Education Programmes. This will broaden their outlook and make them aware about the need for National and International co-existence.

CHECK YOUR PROGRESS

Q.10. Mention the role of a teacher on promoting National and International bonds.

SELF ASSESSMENT QUESTIONS

Q.6. Suggest some practical solutions to promote universal brotherhood.

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4.4 Globalization and its impact on developing International Co-operation

Today's world can be viewed as a small village due to the close connection developed among the nations and regions out of the technological and scientific development. According to Dr. Nayef R.F. Al-Rohan, "Globalization is a process that encompasses the causes, and consequences of transnational and transcultural integration of human and non-human activities." Globlization is an interconnection among the nations to get maximum benefits in the economical, political, social, cultural, technological, scientific, infrastructural, educational fields. Due to the exchanges made in these fields among the nations, the present scenario of the world has become progressive, civilized and fast changing. With Globalization comes Urbanization and Industrialization. And with Urbanization and Globalization it is possible to discover and invent new techniques and resources to meet the ever growing demands of the nations. Due to the discoveries and inventions, education, among other fields has benefitted to the greatest extent. Globalization has made people aware about the importance of education through the printed, non-printed and electronic media in a very fast, effective and convincing way. The **role of Globalization** and its impact in developing International Co-operation is described below-

a) Due to Globalization world trade has been very successful in meeting the growing commercial demands among nations.

b) No country can develop alone. They have to be interdependent for many developmental aspects. This interdependence has been possible due to Globalization.

c) Globalization has turned the whole world into a small village. Any event happening in any country or remote areas can be linked with one another through the use of various electronic media.

d) Due to globalization many problems of any Nation can be sorted out, including current pressing issues like population explosion, environmental and economic problems that are discussed on international platforms.

e) The present world is a world of knowledge explosion and rapid scientific and technological development. With the help of such advancement and explosion, Globalization has developed the mindset of the students by instilling in them a new outlook and tolerance.

f) Globalization has caused drastic changes in the field of information and technology. This revolution has enriched people culturally, bonded strongly with mutual understanding and brotherhood.

g) The hardware or the machines used today to connect each and every person in the world has been possible due to globalization itself. People's life style has changed and positive, optimistic thoughts have developed in them, making them ignore social evils.

h) The diffusion of culture, acceptance of norms, values and beliefs of one community by another community with tolerance has been possible due to globalization.

i) Due to globalization ignorance, social evils, narrow mindedness, illiteracy, intolerance, superstitions, conservative attitudes, conflicts on the basis on caste, creed, language, religion, region, gender both at national and international level etc. are reducing at an adequate speed in many nations, which then promotes International Co-operation.

j) International brotherhood, fellow feeling, love, respect, tolerance, moral, social, cultural, spiritual values, sympathy etc. are developed by the process of globalization.

k) Globalization has greatly helped women all over the world by boosting their confidence, making them realize their potentialities to activity participate in political and economic activities equally with their male counterparts. In comparison to the past societies, today's women are more aware of their constitutional and social rights and duties, their freedom of choice regarding jobs, marriage, education etc.

STOP TO CONSIDER

Globalization has touched almost all the fields of the society and developed the nations to the greatest possible extent and promoted International co-operation.

CHECK YOUR PROGRESS

Q.11. Write two impacts of globalization on International Co-operation.

4.5 Summing Up:

a) National Integration prevents conflicts and social injustices. It preserves democracy and protects the country from foreign aggression.

b) Wars and conflicts among different countries of the world can be reduced and gradually erased only with the help of International Understanding.

c) It should be kept in mind that loving one's nation does not mean hatred towards one's own culture, community, religion, region and language. National Integration is a feeling of oneness with other members of the country along with their own community or group.

d) International Understanding makes the people realize the need for love and respect for humanity.

e) International Understanding encourages and motivates people around the world to stand together and solve various problems of their region, nation and the world.

f) Optimistic and positive attitudes in our lives can be instilled in our minds with the help of education.

g) Education can make it possible to develop the mutuality, tolerance and other human qualities to unite the nations of the world and promote world progress together.

h) Education means achieving the highest degree of qualities to be a good human being who can create a world full of positive and happy energy in the people.

i) Narrow mindedness, illiteracy, poverty, inequality and many other social problems lead to disintegration among the people, hampering national integration and international understanding.

j) The students must be encouraged to participate actively in the co-curricular activities like NCC, scouts and guides, youth festivals, field trips, picnics, excursions etc.

k) The present world is a world of knowledge explosion and rapid scientific and technological development. With the help of such advancement and explosion Globalization has developed the mindset of the students by instilling in them a new outlook and tolerance.

4.6 References and Suggested Readings

Agarwalla Sunita (2012) *Emergiing Issues and Education* Aditya Book Distributors Pabazar, Guwahati-1

Goswami Sadhana and Devi Kumari Meena (2012) *Emerging Issues And Education* Shanti Prakashan College Hostel Road Guwahati-1

Safaya R.N. & Shaida B.D. *Development of Educational Theories and Principles* Dhanpat Rai & Sons, Jalandhar-Delhi

4.7 Answers to Check Your Progress

Answer no.1:- According to Kothari Commission (1964-66), "National Integration includes a confidence in Nation's future, a continuous rise in the standard of living, development of feeling of values and duties, a good and impartial administrative system and mutual understanding."

Answer no.2:- Communalism, religionalism, linguism, casteism, poverty, narrow mindedness, ignorance, hatred, suspicion, prejudice, superstitions etc. are the barriers of National Integration.

Answer no.3:- True.

Answer no.4:- Two characteristic features of National Integration are as follows-

    a)   It develops brotherhood, unity and solidarity among the people.

    b)   National Integration protects the country from being attacked by foreign wars and conflicts.

Answer no.5:- According to A.N. Mishra, "International Understanding refers to friendship and harmony amongst different nations of the world and also includes co-operation amongst them, and each one maintaining the identity and sovereignty as well."

Answer no. 6:- Two characteristics of International Understanding are as follows-

    a)   International Understanding refers to friendship, harmony and co-operation existing among different countries of the world.

    b)   International Understanding instills in the minds of people to respect people irrespective of their different cultures or geographical boundaries.

Answer no.7:- True.

Answer no.8:- Awareness about global interdependence between the nations, international solidarity, co-operation, solving problems of the world, appreciation of contribution of others etc. are the pillars of Internationalism.

Answer no.9:- Extremism means threatening people through some unfair means, ignoring the social and moral values. The individuals who get frustrated due to many problems like unemployment, lack of proper education and inadequate means of livelihood begin threatening people to satisfy their selfish needs and motives.

Answer no.10:- The teacher has a great role to play in promoting national and international bonds. He must be a disciplined, well-behaved, honest, patriotic person and set examples for the students to follow.

Answer no.11:- Two impacts of globalization on International co-operation are as follows-

    a)   Due to globalization, ignorance, social evils, narrow mindedness, illiteracy, intolerance, superstitions, conservative attitudes, conflicts on the basis on caste, creed, language, religion, region, gender- both at national and international levels are reducing at an adequate speed in many nations which that promotes helps International Co-operation.

    b)   International brotherhood, fellow feeling, love, respect, tolerance, moral, social, cultural, spiritual values, sympathy etc. are developed by the process of globalization.

4.8 Model Questions:

1) Explain the importance of National Integration and International Understanding.

2) Discuss the role of education in promoting International Understanding and world peace.

3) Elaborate the problems affecting National Integration and International Understanding along with the solutions to overcome them.

4) Discuss the impact of globalization in International co-operation.

5) "National Integration and International Understanding promote world peace and harmony." Explain the statement.

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Unit- 5
SOCIOLOGY AND EDUCATION

Contents

5.0 Introduction:

The word 'Sociology' has been derived from the Latin word 'Societus' (meaning society) and the Greek word 'Logos' (meaning study or science of). It can be therefore, referred to as a science or study of society. The French Philosopher, Auguste Comte first used the word 'Sociology' in 1837. In 1839, Comte defined Sociology as the science of human association or the study of gregarious life. The term **"Sociology"** can be best understood by the definition forwarded by **M.E. Jones**. According to him, "The chief interest of sociology is the people, the ideas, the customs, the other distinctively human phenomena which surround man and influence him, and which are, therefore, part of his environment. Sociology also devotes some attention to certain aspects of the geographical environment and to some

natural as contrasted with human phenomena, but this interest is secondary to its preoccupation with human beings and the products of human life in association. Our general field of study is man as he is related to other men and to the creation of other men which surround him."

Thus Sociology is a branch of study related with the study of social relationships, social processes and social interactions. The main subject matter of Sociology is study of man and his relationship with the other men in the social environment. Earlier there was a notion that Sociology is a collection of observation and hypotheses of the fields of Economics, Political Science, History, etc. But time has changed, and people believe that Sociology has its own subject matter and it is a separate branch of study. It has achieved a high status and today it is called as "**Mother of all Social Sciences**". **Von Wiese** has rightly defined Sociology as, "Sociology is a special social science concentrating on inter-human behaviour on processes of sociation, on association and dissociation as such". Sociology deals with social aspects and network of social relationships in the society.

STOP TO CONSIDER

The main subject matter of Sociology is study of man and his relationship with the other men in the social environment.

Sociology has achieved a high status and called as "**Mother of all Social Sciences**".

SELF ASKING QUESTIONS

Q.1. "Sociology devotes some attention to certain aspects of the geographical environment." State True or False.

Q. 2. Define Sociology.

5.1 Objectives:

After going through this unit, you will be able to:

- *discuss* the Concept and Methods of Sociology.
- *identify* the Meaning, Nature, Scope and Importance of Educational Sociology.
- *understand* the Relation between Education and Sociology.
- *describe* the Meaning, Nature and Classification of Social Group.
- *discuss* the Importance of Primary and Secondary Groups.

- *understand* the Concept of Socialization.
- *discuss* Education as a socialization process.

5.2 Concept of Sociology:

Sociology is social in nature. Sociology is a science which deals with the study of human beings, their interactions and relations with their fellow beings. It studies all the social aspects surrounding an individual's life. Man is a social being and as such Sociology involves enquiry about how he lives in his social and cultural environment along with the various processes going on in and around the society. The processes like cooperation, adjustment, competition, conflict, assimilation, accommodation etc are in its study area. All these social aspects are studied in a detailed way in the branch of Sociology. It assists us to keep ourselves updated about the new evolutions and changes cropping up in the modern society. Sociology greatly deals with the discovery, invention and application of moral and social values or principles to build a strong and tolerant society. Through the application of principles of sociology, human beings can develop proper positive attitudes towards one self and others in the society. With the introduction of systematic norms and mores in the social environment people can develop a sense of responsibility to build strong personalities who can lead their nation up to the desirable heights of progress. Sociology inquires about how man interacts with man, what happens when they interact, what rules and regulations they follow while existing together, how they establish mutual relations among each other. The negative aspects are also studied in this field like social disorganization, conflicts, causes and effects of dissatisfaction, arguments, discords, crime, poverty, unemployment problem, and chaos among people.

STOP TO CONSIDER
- It studies all the social aspects surrounding an individual's life.
- Man is a social being and as such Sociology involves enquiry about how he lives in his social and cultural environment along with the various processes going on in and around the society.

CHECK YOUR PROGRESS
Q.3. Mention the negative aspects included under the study of Sociology.

5.2.1 Methods of Sociology:

"Method" is a technique or a way of performing any task skillfully. Every field of study requires appropriate methods to come out with some desirable outcomes. The field of Sociology is a very vast area that evolves in due course of time. As such this branch has to be investigated with suitable scientific methods to cope up with the changing times. Different Sociologists have forwarded different methods of studying social phenomena. However some common methods of studying Sociology can be described below-

a) **The Scientific Method or Experimental Method:** This method refers to studying the society with some systematic and scientific principles to arrive at some valid conclusions about the social phenomena. This method includes the process of observation, recording, classification, hypothesis verification and prediction. **Observation** is the first stage that looks into some social situations as when they are happening spontaneously or in a controlled condition. Second stage includes **Recording,** where the investigator accurately records the observed facts with some clear objectives in mind. Thirdly in **Classification** stage the observed and recorded facts or data are classified and grouped according to some common characteristics. Fourthly in the **Hypothesis Verification** stage, the classified and grouped data are given some provisional explanations regarding the nature or relationships of the events observed and recorded. The facts are tested whether or not they match with the assumptions made before the study by the investigator. Lastly, the fifth stage includes **Prediction** which deals with providing some valid generalizations on the basis of the observed facts, provided the terms and conditions remain the same.

b) **The Historical Method:** This method studies the facts, events, processes of the past institutions and civilizations of the society. This method provides the truth, origins, nature and system of the society in the past. History is past Sociology and Sociology is present history. It is very essential to trace our past origins and realities because our present culture, customs, traditions, norms, mores, etc. have evolved and developed with regard to past itself.

c) **The Comparative or Anthropological Method:** This method compares different groups in the society to find out the differences and similarities in their ways of life . This comparison helps in providing

some generalizations of man's social behaviour. But this method is not very reliable because the meanings of some social customs and traditions vary from group to group, time to time and place to place.

d) **Statistical Method:** This method means the use of statistical techniques or mathematics to study the social facts and phenomena systematically in some numerical figures. It is concerned with collecting, analyzing and interpreting numerical data about the social processes of the past, present and also to predict the future social aggregates on the basis of some quantitative information. Examples of this method include data regarding migration, economic conditions, birth and death rates, marriage and divorce, crime and suicide etc. Sociologists like Comte, Prof. Giddings are the supporters of this method.

e) **Social Survey Method:** Social Survey method, as the name implies refers to a survey where people are asked some questions regarding that aspect of the society on which a particular sociologist or investigator is interested in. Eg. survey on socio-economic condition, education, health, culture etc. As it is not possible to take all the population of the society for the survey, only a reliable number of samples are taken to obtain valid and general information regarding the undertaken area.

f) **Sociometry Method:** The term "Sociometry" was introduced by Jacob L. Moreno, an Australian Psychiatrist. This method is specifically beneficial for the study of small social groups. It helps in revealing the feelings of people that they have for one another. This method consists of a questionnaire where the respondent has to choose and rank five other people on the basis of their attractiveness or repulsion. Through this technique the social interaction or attraction and distraction among people can be presented diagrammatically.

g) **Case Study Method:** The case study method provides qualitative information and analysis regarding an individual or subject who is considered as a "Case" to be studied. This method makes use of various techniques like interviews, questionnaires, schedules, life histories, etc. to reveal the information of the subject regarding that aspect upon which the investigator or sociologist is interested. After analysis of the "Case" some reliable conclusions are made about him. This method gives a deep insight into primary data of an

individual's situation, organization, institution, family, small group or community etc.

h) **Questionnaire and Interview Method:** These two methods are very useful methods of sociology to gather knowledge about social facts and phenomena. Questionnaire is a way consisting of some set of questions to collect information from a large number of persons with more economy of time, money and energy. Questionnaire is objective and written in nature. On the other hand, Interview is a face-to-face communication between the investigator and the respondents. Through Interview, information about the respondents can be directly acquired and their behaviour can also be observed. It is oral, very flexible and subjective in nature.

i) **Public Opinion Poll Method:** This method as the name implies, refers to the opinion of the public regarding some social aspects on the basis of the nature of the study. It has been designed to represent the opinions of the people. This method consists of a series of questions with some options to respond. However the opinions are influenced by some factors like age, gender, race, religion, income, hobbies, occupation, mass media etc. Thus this method means sum total of the opinions of different people on some social issues.

STOP TO CONSIDER
- The term "Sociometry" was introduced by Jacob L. Moreno, an Australian Psychiatrist.
- The Public Opinion Poll method has been designed to represent the opinions of the people.

CHECK YOUR PROGRESS
Q.4. What does the word "Case" in method of Sociology mean?

SELF ASSESSMENT QUESTIONS
Q.1. Elucidate the Public Opinion Poll method of Sociology.

5.3 Educational Sociology: Meaning:

Educational Sociology is an applied and very systematic branch of Sociology. It deals with the study of educational functions with regard to the cultural

transmissions and knowledge on every aspects of the society, from one generation to the other. It is a relationship between the educational system and other social systems and institutions. This branch applies the methods and principles of education to overcome the problems of education and society cropping up from time to time. According to **Showkeen Bilal Ahmad Gul**, "Educational Sociology is an applied part of sociology which designs education as per the social norms." Educational Sociology assists the educators to frame such curriculum and contents in future which may suit the student generation appropriately. Again **Brown** defines Educational Sociology as, "It is the study of the interaction of the individual and his cultural environment, which includes other individuals, social groups and patterns of behaviour." Educational Sociology thus can be understood as a process that covers every subject matter that exists in the society and how they influence the educational system. It simplifies the complex concepts of the society making the learners and teachers understand the actual meaning of Educational Sociology. In a democratic country like India, social control, peace, harmony, progress, prosperity, social organization and order are of utmost importance. These aspects can be maintained only with the proper knowledge of Educational Sociology. Through Educational Sociology we can idealize the roles and responsibilities of the individual members of our society. Equalization of opportunities and eradication of differences in the society can be made possible with the help of this branch of study.

STOP TO CONSIDER

Equalization of opportunities and eradication of differences in the society can be made possible with the help of this branch of study.

CHECK YOUR PROGRESS

Q.5. Define Educational Sociology.

SELF ASSESSMENT QUESTIONS

Q.2. Explain Educational Sociology as an applied branch of Sociology.

5.3.1 Nature of Educational Sociology:

Educational Sociology may be better understood with the following characteristics-

a) Educational Sociology throws light on the sociological aspect of education.

b) It focuses on the problems, prospects or solutions of education with regard to the need of the society according to time, place and resources.

c) Study of social control, social stratification, social mobility, social order and other important processes etc. are included under its area.

d) It emphasizes on the study of all such factors like gender, social class, race, ethnicity, rural-urban residence that influence the educational system.

e) Educational Sociology focuses in bringing a national pattern of education system that would ensure or promote harmony and peace in the dynamic society.

f) Educational Sociology develops desirable attitudes in the people with appropriate social skills and behaviour pattern.

g) It is research based as it always tries to find out the in-depth truth and knowledge regarding the past society that influences the present society and to predict or build a future society.

h) Educational Sociology acts as a strong instrument in analyzing the social structures.

i) Educational Sociology emphasizes on social progress and eradication of social conflicts.

STOP TO CONSIDER

Educational Sociology is research based as it always tries to find out the in-depth truth and knowledge regarding the past society that influences the present society and to predict or build a future society.

CHECK YOUR PROGRESS

Q.6. Mention two features of Educational Sociology.

5.3.2 Scope of Educational Sociology

The scope of Educational Sociology has a very wide range. It includes the study of the interrelations and inter-connections between the society and education. It is empirical in nature and discovers and invents many new theories, principles and methods to cope up the education system with the modern scientific world. Educational Sociology is associated with the identification of the socially related educational problems and sorting them out with proper solutions. This applied branch of Sociology stresses on the need of transmitting our age-old beliefs, culture, traditions, customs, values, norms, folkways, mores etc. to the younger generation. The reason behind this is that a harmonious society can be created only with the help of assimilating our tradition and culture with education in the changing world. This would definitely develop a peaceful society everyone wishes to have. Here, a definition on Educational Sociology forwarded by **Dodson** can be mentioned, "Educational Sociology is interested in the impact of total cultural milieu in which and through which experience is acquired and organized." Thus the scope of Educational Sociology includes all those which are under the social influences like family, neighbour, kinship, peer group, culture, society itself, community, race, gender, class, environment, educational institutions, religious institutions, socialization process, adjustment, assimilation, competition, conflict, cultural lag, sub-culture, status, role, NGO's, and cultural change. Educational Sociology analyses the educational situations in accordance with the various geographical contexts. Its scope includes the detailed study of how humans reside in the society and how they build new educational values by applying sociological principles and give a better understanding of the society. Educational Sociology also studies the negative social factors, causes and effects upon the education system. As a whole this branch includes the study of social relationships, social processes, groups, organizations, national issues, political, economical aspects and finds out ways for the national progress and harmonious development of the society. Thus the scope or study area of Educational Sociology can be classified by the following-

a) **The Society** including- Man and Society, Socialization Process, Interests and Attitudes, Elements of Social Action, Process of Social Interaction, Society and Environment, Heredity and Environment.

b) **Social Organization** including- Social Structure, Social System, Types of Social Groups, Collective Behaviour, Social Movements,

Family, Marriage, Social Stratification, Role and Status of Society, Leadership, Power, The State, Economic Institution, Race.

c) **Human Ecology** including- Rural Community, Urban Community, Nation Community, Population.

d) **Social Control** including- Norms and values, Folkways and Mores, Custom, Law and Fashion, Religion and Morality, Agencies of Social Control.

e) **Social Change** including- Theories and factors of Social Change, Culture and Civilization, Personality, Deviant Behaviour, Social Disorganization, Major Social Problems.

STOP TO CONSIDER

- Educational Sociology is associated with the identification of the socially related educational problems and sorting them out with proper solutions.
- The area of Educational Sociology mainly includes The Society, Social Organization, Human Ecology, Social Control, Social Change.

CHECK YOUR PROGRESS

Q.7. What are the aspects included under the scope of Educational Sociology?

5.3.3 Importance of Educational Sociology

As human beings we are bound to communicate and live together with our fellow members in the society. We are social and hence have to assimilate and adjust with the society for upliftment of peace and harmony along with educational prosperity. Educational Sociology has become an inseparable branch of study now-a-days because it is through this branch that the society and education are moving in a right direction. The principles, theories and methods developed by educational sociology have brought about tremendous positive changes in the various fields of the society along with education. Educational Sociology always attempts to find out research based solutions to improve the society and education with new plans and activities for future benefit. **Ottaway** defines Educational Sociology as, "It starts

with the assumption that education is an activity which goes on in a society, and its aims and methods depend on the nature of the society, in which it takes place." Thus the importance of Educational Sociology lies in the fact that with the application of sociological principles and findings, more practical implications could be developed for the betterment of education in relation to society. The following points can be highlighted with regard to the importance of Educational Sociology-

a) Educational Sociology is helpful for the teachers, learners, parents and all the members associated with educational field to understand the sociological perspectives of education in relation to society.

b) It helps proper interaction between teacher-student, student-student, teacher-teacher, teacher-administrator, student-administrator and so on.

c) It helps both the teachers and students to understand that school is a small part of the larger society and hence the curriculum and other activities of the school must relate to social activities.

d) Educational Sociology prepares the teachers and students to become effective agents of the society and the nation at large.

e) It enables the teachers to teach the students with well equipped techniques and methods, and research based ways to deal with many educational issues and problems.

f) With the help of Educational Sociology, teachers and students can understand their roles in the society and appreciate the social processes in the school or the classroom.

STOP TO CONSIDER

Educational Sociology has become an inseparable branch of study now-a-days because it is through this branch that the society and education are moving in a right direction.

CHECK YOUR PROGRESS

Q.8. Mention one importance of Educational Sociology.'

5.3.4 Relation between Education and Sociology

Education is a continuous process with each and every experience that one acquires in his lifetime. Education indeed is a social aspect. Education and sociology are two major factors that build a progressive society. One cannot proceed without the assistance of other. Sociology deals with the social systems, functions and structures whereas education falls under the social system. From this point of view we can clearly understand and realize that education is an inseparable part of our society. Both Sociology and Education helps in the Socialization process of the individual members of the society and develop positive attitudes among each others. Through education the set goals, objectives of a society can be maintained and achieved to a great extent. Sociology provides effective methods and techniques, laws and principles which can be utilized by education system to achieve the educational objectives. Sociology acts as a guide and education acts as the medium to achieve a peaceful social life. In fact it can be mentioned that Sociology is the base and education moves forward with this base to build social values, morals, ideals, educational norms, objectives etc. The conservation of our cultural, traditional and social heritage and their transmission from one generation to the other is possible only with the help of education. Regarding the relationship between Education and Sociology, **Emile Durkheim** stated that, "To be essentially social in character and in its functions and that as a result the theory of education relates more clearly to sociology than any other science." This refers to the fact that man is a social being and to develop himself he has to take the help of others and their acquired knowledge. Education acts as a strong instrument in building well balanced personalities with the help of improved theories, principles and norms developed by Sociology. Thus Education and Sociology are very closely related which contribute together largely in the progressive aspects of a nation and the world at large.

STOP TO CONSIDER

Sociology is the base and education moves forward with this base to build social values, morals, ideals, educational norms, objectives etc.

5.4 Social Group: Meaning

According to **Sheriff and Sheriff,** "A group is a social unit which consists of a number of individuals who stand in (more or less) definite status and role relationships to one another and which possesses a set of values or norms of its own regulating the behaviour of individual members at least in matters of consequence to the group." Group means a collection of any objects, people or things etc. Similarly, Social Group means a collection of people having similar or common goals and objectives to be fulfilled together. Social Group must include two or more persons and they must interact with one another to share their views and perform the necessary activities to achieve the targeted goals of their group. **Bottomore** defines that, "Social Group is an aggregate of individuals in which (i) Definite relations exist between the individuals comprising it, and (ii) Each individual is conscious of the group itself and its symbols." Thus Social group is an organization where persons get linked together for the sake of their common needs and interests to be fulfilled effectively. According to Ogburn and Nimkoff, "Whenever two or more individuals come together and influence one another, it is called social group."

5.4.1 Nature and Classification of Social Group

A social group can be understood clearly with the following characteristics and classification-

Nature-

a) Social group is a collection of people with some common goals.

b) It includes interaction and inter-relation among the members of the group.

c) It is not necessary that there must be a constant physical closeness among the members of the social group.

d) The members in the social group must have the feeling of oneness or sense of unity.

e) Every social group possess their own norms, rules and regulations based on the need and importance of time, place and situation.

f) In fact, the behaviour pattern of the individuals in the social group becomes similar in due course of time for the achievement of their common interests.

g) Social group is mainly of two types- Primary and Secondary.

Classification-

Social group has been classified differently by different thinkers. For example **Dwight Sanderson** opined that there are three types of Social Group as- **involuntary, voluntary and delegate groups**. While **F. H. Giddings** classified groups into **genetic or congregate**. And many others classified the social group according to their perception of the society. But most commonly we use the classification forwarded by **Charles H. Cooley**. He has classified Social Groups into- Primary and Secondary Groups. These two classifications are discussed below-

1) **Primary Groups-** It is a small group consisting of few members. This primary group is characterized with mutual understanding, integration, direct and face-to-face interaction, companionship, wee-feeling, co-operation, compromise, authority, association among the members in this group. According to **Ogburn and Nimkoff**, "Whenever two or more individuals come together and influences one another, it is called social group." The Primary Group can be

further characterized as having physical proximity among the family members, group must be of small size, posses stability, similarity of background, limited self-interest, intensity of shared interests, spontaneity, comprising sentiments, similar attitudes etc. Examples of a Primary Group are Family, a play-group, a group of friends, a study group etc.

2) **Secondary Groups**- The Secondary Group refers to that particular unit where the members are not limited. Its size is large including many people at a single time. Political parties, corporations, city, nation, international organizations etc. are the examples of Secondary Groups. The Secondary Groups are characterized with having goals, consisting of thousands of members scattered in different parts of the world, indirect co-operation, no primary influence over its members, formal and impersonal relationships, optional membership, comprising of both active and inactive members, formal rules etc. The status of individual depends on his role in the secondary groups.

Besides these two groups some others groups are there like Tertiary or Reference Groups (adoption of behaviour from other groups), Spatial Groups (clan, tribe and band).

STOP TO CONSIDER

Examples of a Primary Group are Family, a play-group, a group of friends, a study group etc.Political parties, corporations, city, nation, international organizations etc. are the examples of Secondary Groups.

CHECK YOUR PROGRESS

Q.11. Who forwarded the three types of Social Group as- involuntary, voluntary and delegate groups?

5.4.2 Importance of Primary and Secondary Groups

The society moves on with the interaction, interrelation, co-ordination and co-operation among its members. For understanding the nature of society better different thinkers have given different classifications of the society.

Similarly the Primary and Secondary groups of society have been classified by **Charles H. Cooley**. Importance of both these groups can be described below–

Importance of Primary Groups:

a) Primary Groups are important because the relationship among the members is intimate, cohesive, informal, normal, natural and true. We do not have to bother about excellence in performing various activities.

b) In a Primary Group each member contributes his best part to achieve satisfaction of the family goals and boost up the morale of the members when they get disappointed or discontented.

c) Primary Group enriches the quality of living of the members. It assists to perform their duties and responsibilities together in keeping with their common and shared interests.

d) This group helps to socialize the individuals and prepare them to become effective members having social qualities.

Importance of Secondary Groups:

a) Secondary Groups help to satisfy the needs and demands of the people more than the primary groups.

b) These groups help to influence the lives of people. For example employment of women in factories has influenced their domestic roles.

c) Secondary Groups assist in enjoying material comfort because many people work together for the success of their goals.

d) These groups have created various channels of opportunities for the people all around the world. The modern society has become career centric and secondary groups have opened up many job opportunities for the people according to their needs and interests.

e) Secondary Groups widen the outlook of people towards the society. Because unlike primary groups, the secondary groups do not vest their interest only on fulfilling the needs of the small group. They break the barriers of localities and make people think of world progress together.

5.5 Concept of Socialization

Socialization is the process of internalization of the social norms, values, customs, traditions, morals, code of conduct and culture by the individuals in the society. According to **Green**, "Socialization is the process by which the child acquires a cultural content, along with selfhood and personality." Through Socialization people become more accepting, tolerant and develop mutual respect towards each other. Socialization helps in making the individuals conform to the social ideals and norms of the group to which they belong. It helps people to learn their roles and responsibilities with regard to their age and situation. Socialization transforms a man into a human being. Without socialization the society would turn into a mere disintegrated and worthless group. Adjustment, assimilation, co-operation, empathy, sound competitions are some important qualities of Socialization. Imitation, Suggestion, Identification and Language are the factors of Socialization. Socialization is a never-ending process like education. The physical and psychological heritage of the individual, environment in which he is born, and culture in which he is because of the action and interaction are the elements of Socialization. Family, educational institutions, peer groups, playmates, religious institutions, the state, mass media, legal systems, language are the agencies of Socialization. Socialization starts after birth and the external environment enriches the socialization process. It takes place both formally and informally, inculcates basic discipline, helps to control human

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behaviour rather than creating deviant behaviour. Socialization has two types-Primary Socialization e.g. family, neighbours etc. and Secondary Socialization e.g. the larger society, city, nation, world etc.

STOP TO CONSIDER

Imitation, Suggestion, Identification and Language are the factors of Socialization.

CHECK YOUR PROGRESS

Q.13. Define Socialization.

SELF ASSESSMENT QUESTIONS

Q.6. "Socialization starts after birth and the external environment enriches the socialization process." Explain.

5.5.1 Education as a Socialization Process

Socialization is a process that trains the people to acquire social skills so that they learn about one's culture, norms, rules and expectations. And education is a life-long comprehensive process to help individuals to become social beings. Thus education plays a great role to socialize people and enrich the socialization process. Along with other social factors, Education shapes or moulds the structure of society to provide meaningful and worthy life to individuals. Education provides systematic knowledge about the society and how the social factors influence the individuals upon one another in their physical and social environment. In this complex modern world education acts as a strong weapon to beat the odds emerging in the society. Crime, chaos, insecurity, lack of human qualities, disharmony, disintegration, wars, conflicts, discords etc. are common pictures of today's real society. In order to maintain peace, harmony, order, integration and co-operation, education is necessary. It can wipe out all the negative attitudes and thoughts from the minds of the people. Education does not mean only the mere achievement of degrees, diplomas and certificates from some respective institutes. It is far beyond that. Education in its broadest sense means the attainment of spirituality, self-realization and development of good human qualities. These good human beings again through their beautiful and positive

knowledge or acquired education must educate the younger generation. Likewise this process should go on from one generation to the next. Education is thus an effective tool or process that helps individuals to conform to the values of one's region, state, nation and world at large. **"No education no Socialization"** is sure to happen if both education and socialization process move in the opposite directions. Education as a social process creates a better world for us to live in peace and harmony with our nature and social environment.

STOP TO CONSIDER

Along with other social factors, Education shapes or moulds the structure of society to provide meaningful and worthy life to individuals.

CHECK YOUR PROGRESS

Q.14. "Education means the mere achievement of degrees, diplomas and certificates from some respective institutes." State True or False.

5.6 Summing Up:

- Sociology is a branch of study related with the study of social relationships, social processes and social interactions.

- The negative aspects are also studied in the field of Sociology like social disorganization, conflicts, causes and effects of dissatisfaction, arguments, discords, crime, poverty, unemployment problem, and chaos among people.

- Statistical, Historical, Public Opinion Poll, Questionnaire, Interview, Sociometry, Scientific, Comparative, Case Study, Social Survey are some of the common methods of studying Sociology.

- Educational Sociology emphasizes on the social progress and eradication of social conflicts.

- Educational Sociology includes the study of the interrelations and inter-connections between the society and education.

- The importance of Educational Sociology lies in the fact that with the application of sociological principles and findings, more practical

implications could be developed for the betterment of education in relation to society.

- Sociology acts as a guide and education acts as the medium to achieve a peaceful social life.

- Social Group means a collection of people having similar or common goals and objectives to be fulfilled together.

- Besides Primary and Secondary Social groups, some others groups are there like Tertiary or Reference Groups (adoption of behaviour from other groups), Spatial Groups (clan, tribe and band).

- Socialization starts after birth and the external environment enriches their socialization process.

- Education is thus an effective tool or process that helps individuals to conform to the values of one's region, state, nation and world at large.

5.7 References and Suggested Readings:

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https://www.quora.com

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5.8 Answers to Check Your Progress

Answer no.1- True.

Answer no. 2- Von Wiese defines Sociology as, "Sociology is a special social science concentrating on inter-human behaviour on processes of sociation, on association and dissociation as such".

Answer no.3- The negative aspects studied under Sociology are social disorganization, conflicts, causes and effects of dissatisfaction, arguments,

discords, crime, poverty, unemployment problem, and chaos among people.

Answer no.4- In the method of Sociology **"Case"** refers to the individual who shall be undertaken as a respondent or subject by the investigator to gather reliable information, facts or data with regard to the area of the study.

Answer no.5- Brown defines Educational Sociology as, "It is the study of the interaction of the individual and his cultural environment, which includes other individuals, social groups and patterns of behaviour."

Answer no.6- The two features of Educational Sociology are as follows-

   a) Educational Sociology acts as a strong instrument in analyzing the social structures.

   b) Educational Sociology emphasizes on the social progress and eradication of social conflicts.

Answer no.7- The scope of Educational Sociology includes all those which are under the social influence like family, neighbour, kinship, peer group, culture, society itself, community, race, gender, class, environment, educational institutions, religious institutions, socialization process, adjustment, assimilation, competition, conflict, cultural lag, sub-culture, status, role, NGO's, cultural change.

Answer no.8- One importance of Educational Sociology is-

   1) With the help of Educational Sociology teachers and students can understand their roles in the society and appreciate the social processes in the school or the classroom.

Answer no.9- False.

Answer no.10- Bottomore defines that, "Social Group is an aggregate of individuals in which (i) Definite relations exist between the individuals comprising it, and (ii) Each individual is conscious of the group itself and its symbols."

Answer no.11- Dwight Sanderson

Answer no.12- Charles H. Cooley has classified Social Groups into- Primary and Secondary Groups.

Answer no.13- According to **Green**, "Socialization is the process by which the child acquires a cultural content, along with selfhood and personality."

Answer no.14- False.

5.9 Model Questions

Q.1. Explain the concept of Sociology along with its methods.

Q.2. Critically discuss importance of Educational Sociology.

Q.3. Write about the nature of Secondary Groups.

Q.4. "Education helps in the Socialization process." Explain the Statement.

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