DEMOCRACY

I. Education & Democracy

Etymologically, democracy is derived from two Greek words like 'demos' and 'Krati', meaning rule of the people. Democracy has been defined as Government of the people, by the people, and for the people. It is a form of
Government where everybody has an equal share. This implies more or less of political democracy. But political meaning of democracy has failed to satisfy one's reason. According to Boyd Bode, democracy is a way of life. By way of life, he means a determinative influence in every major area of life. It is a way of life by which human personality is developed. Democratic society is a determining influence in every major area of life. All activities are directed towards elevation of significance in democracy. All activities are directed towards elevation of significance in democracy. According to Boyd Bode, democracy is a way of life. By way of life, he means a determinative influence in every major area of life. It is a way of life by which human personality is developed.

BASIC PRINCIPLES OF DEMOCRACY

1. Dignity of Individual: Dignity and worth of individual as a human being is given supreme significance in democracy. All activities are directed towards elevation of significance in democracy. All activities are directed towards elevation of significance in democracy. According to Boyd Bode, democracy is a way of life. By way of life, he means a determinative influence in every major area of life. It is a way of life by which human personality is developed.

Acquisition of knowledge is much more weighted than economic and social democracy. However, democracy in education is much more weighted than economic and social democracy. Education of its citizens can be trained through a democratic approach to education. Thus, Hutchings says, political democracy in the field of education is a royal road to lay a solid foundation in all social democracy sounds a note of equal opportunity to all irrespective of caste, creed, color, sex or origin. Certain fundamental liberties like right to think, speak, discuss, work and act are guaranteed over individually. In social democracy, individual worth is supreme. Individual is sovereign with power to rule. Capital is promoted in this system. Work moreover, equality of opportunity for wealth and work on the basis of ones ability and assigned to every member of the society. Wherever, equality of opportunity for gain of others, proper distribution of wealth and work is fair standard of living is another implicit economic democracy where no one is exploited for the material advantage of others. Proper distribution of wealth and work is fair standard of living is another implicit economic democracy where no one is exploited for the material advantage of others.
Equality:

Democracy believes in equality of man. Every individual is regarded equal in the eyes of law. Equal right is sectioned to all individuals in political field and equal opportunity is provided to all its members for all-round development of their personality according to their capacities and innate potentialities. Hence, equality should not be interpreted as indentity.

Freedom:

Democracy guarantees freedom of action, worship, speech and movement. Freedom gives convenience to individual and thus, leads him to self-expression and self-realization. Full flowering of his personality takes place in an atmosphere of freedom. Even birds and animals love freedom. They do not want to be chained, what to speak of an-intelligent and creative one. But freedom in democracy cannot be misunderstood as licence. Individuals are free to act on the existing rules and regulations and their freedom is subject to the democratic rules and regulations.

Brotherhood:

Democracy believes in brotherhood of man and fatherhood of God. All members of society should realize that they are sons and daughters of same God. They are sure to generate democratic feeling in themselves, love, justice, fairness etc. are fruits of democracy.

Co-operation:

Co-operation, co-ordination and collaboration and not confrontation are essence of democracy. Prosperity and progress lie in co-operation but not in cut-throat competition. Further, democracy emphasizes co-operation and below feeling.

Tolerance:

Democracy welcomes and encourages all honest, cultural and intellectual differences of opinion. These differences are bound to exist in democratic societies. All though in democracy, majority is granted, it does not mean that minority is neglected. Democracy takes abundant measures to safeguard interest of the minority groups by paying special attention to improve the lot of each and every individual.

Ensuring the interest of minorities:

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Love for country:

Although democracy stresses on love for country by its citizens, it should not be based on narrow nationalism or patriotism. Education should take initiative in developing among the students a true spirit of patriotism.

Education for democracy:

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education also requires the service of democracy. In democracy, all the institutions and organizations are to be managed in democratic lines. Thus, educational aims, methods, curriculum, teacher, discipline, school, etc. are to be managed in democratic lines. This, therefore, shows that education also requires the service of democracy.

Aims of Education and Democracy

1. Flexibility: Democracy does not support rigid and stereotyped different features of democratic curriculum. Therefore, democracy education curriculum must have flexibility to suit the changing needs and requirements of society from time to time.

2. Flexibility: Democracy education curriculum should be interest-based, environment-oriented, diversified, flexible, dynamic and progressive. Let us discuss accordingly, the curriculum should be interest-based, environment-oriented, diversified, flexible, dynamic and progressive.

Curriculum and Democracy

To attain above democratic values, curriculum in to be designed according to the needs of society. The curriculum should be interest-based, environment-oriented, diversified, flexible, dynamic and progressive. Let us discuss different features of democratic curriculum.

1. Flexibility: Democracy education curriculum must have flexibility to suit the changing needs and requirements of society from time to time.

2. Flexibility: Democracy education curriculum should provide information not only relating to economic, social, cultural, political and religious problems of one's own country but also about other countries of the world. Therefore, education is broad-based, and wider in scope and approach.

3. Flexibility: Democracy education should equip the individual with the power of judgment, critical thinking and weighing the right and the wrong. By utilizing the facilities made available to the individual, student should equip the individual with the power of judgment, critical thinking and weighing the right and the wrong.

4. Flexibility: Democracy education must create democratic personality and discover children's virtues in students. By utilizing the facilities made available to the individual, student should equip the individual with the power of judgment, critical thinking and weighing the right and the wrong. By utilizing the facilities made available to the individual, student should equip the individual with the power of judgment, critical thinking and weighing the right and the wrong.

5. Flexibility: Democracy education must create democratic ideals and values in students. By utilizing the facilities made available to the individual, student should equip the individual with the power of judgment, critical thinking and weighing the right and the wrong.

6. Flexibility: Democracy education aims at making the child a social being who will be able to manage his own affairs with profit to himself and others.

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Democratic education demands a number of subjects to be incorporated in the curriculum so that a child is free to opt certain subjects according to his choice, interest and ability. A varied degree of curricular and co-curricular activities should be these to cater to the development of personality of the child.

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3. Integrated: Curriculum is to be designed to enable the child to have an integrated growth of his personality. In other words, curriculum should aim at all-round development of personality-physical, intellectual, emotional, spiritual and cultural and aesthetics.

4. Environment related: Democratic approach to curriculum is based on the principle of maximum utilisation of resources existing in the society. It should aim at exploiting the available environment without causing ecological disequilibrium in the light of changing needs.

5. Vocationalisation: A hungry stomach is not a blessing for democracy. Citizens should be economic self-sufficient by pursuing different professions in life. For this, curriculum should lay stress on vocationalisation of education.

Methods of Teaching and Democracy

Democratic methods of teaching are based on the nature of the subject matter, psychology of learning and interest of students. It favours activity method of teaching where the pupil is not a passive listener but an active participant. Democratic method is the guiding principal of the method prescribed by democratic education.

Discipline and Democracy

Teacher is required to play a democratic role in democratic school. Teacher is not a director or instructor, rather he is a guide and stage-setter. In order to cultivate in pupils an understanding of democratic ideals, the teacher should have proficiency in using classroom teaching skills and techniques and planning of activities like group-work, discussion, problem-solving and group evolution.
Education and Socialism

Meaning:
Importance and Role of Education in achieving the goals of socialism.

The nature of socialist pattern of society is established on the basis of the following:

1. Economic equality: Economic equality and other privileges according to abilities and capacities.
2. Equality of opportunities: There should be equality of opportunities in educational, political, and other fields.
3. Economic equality: Proper distribution of wealth is another essential of socialistic pattern of society.
4. To improve various conditions: Poverty should be eradicated, medical facilities should be available, and there should be remunerative employment for all able-bodied.
5. Decentralization of power: There should be decentralization of economic and political powers. In socialistic pattern of society, efforts are made to nationalize our means of production and distribution but private enterprise should be allowed to go side by side.
6. Employment for all able-bodied.
7. Economic equality: There should be no concentration of wealth in the hands of a few.
8. Economic equality: Proper distribution of wealth is another essential of socialistic pattern of society.
10. Universal education: There should be provision for universal education.

Socialistic pattern of society aims at establishing the goals of socialism.

Socialistic pattern of society will strive for the betterment of the individual and the welfare of the society.

Socialistic pattern of society aims at establishing a classless society but this change should be brought about without any class hatred. Socialistic pattern of society aims at establishing a classless society but this change should be brought about without any class hatred. Socialistic pattern of society aims at establishing a classless society but this change should be brought about without any class hatred. Socialistic pattern of society aims at establishing a classless society but this change should be brought about without any class hatred. Socialistic pattern of society aims at establishing a classless society but this change should be brought about without any class hatred. Socialistic pattern of society aims at establishing a classless society but this change should be brought about without any class hatred.
Role of Education for Socialism

1. Redefining the aims of education:
   - In order to impact education for socialistic pattern of society, the aims of education should be redefined and re-evaluated in the light of the several principles. It is compressed of:
     i. Universal education: There should be education for all so that all may participate intelligently in the political, social and economic life of the country.
     ii. Productive efficiency: Education should aim at productive or vocational efficiency. Where the theoretical education has no place in a socialist pattern of society. Economic strength is the basis of socialistic pattern of society. Economic strength is the basis of productive efficiency. Where the theoretical education has no place in a socialist pattern of society, the political, social and economic life of the country.
     iii. Spiritual, moral and cultural advancement: Socialism will truly be established only when our social and moral values have been transformed through the kind of education by means of the various media of communication. The ethical and spiritual ideals should always be the guideposts.
     iv. Development of democratic values: It should help in producing co-operative, self-sacrificing, cultured and duty bound citizens. It should also aim at establishing social, economic, religious and political equality. 
   - Redesigning the curriculum: The curriculum should be.

   1. Study of science and technology.
   2. Study of crafts like agriculture, wood-work, card-board work, gardening and leather work etc.
   3. Social studies with emphasis on social and moral values.
   4. Training in industries.
   5. Knowledge of socialistic trends of various countries.

Happy synthesis of individual and social aim education. Individual will make their contributions for the welfare of the society. It is a happy synthesis of individual and social aim education.
Role/Need of Importance of secular-based education

Peace, morality and health. Freedom of regular religious practices in public interest of harmony. A secular state is not against religion, but many restrict religions not as members of particular religious groups. A secular state views all individuals as citizens with equal rights and interfering with no promoting religion. A secular state respects all religions on equal footing neither

Impact characteristics of a secular state are as under:

Characteristics of a secular state

4. According to websites Dictionary, "secularism is "the belief that religion, morality, education etc, should be independent of religion."

2. According to chambers Dictionary, "secularism is the doctrine that morality should be based solely in regard to the well-being of mankind in the present life, to the exclusion of all considerations drawn from belief in God."

3. According to oxford Dictionary, "secularism is the doctrine that morality and state, morals, education etc, should be independent of religion."

What is secularism?

cultural society like India can grow only in a secular frame work. Democratic system, similarly, democracy in a multi-religious and multi-

Meaning of Secularism: Secularism in our country presupposes a

III Education & Secularism

Supreme stage of ethical democracy.

Conclusion: - In a truly socialist society democracy reaches the
Secular-based education is needed because of the following reasons:

1. Development of moral outlook:
   Secular-based education is needed for development of moral outlook. It is the foundation for development of character and moral development. It inculcates in students humanity, truthfulness, tolerance, honesty, courtesy, sympathy, spirit of service and sacrifice, which form a noble character of man and develops his personality. Hence secular education is needed for developing moral character of students.

2. Development of moral outlook:
   Secular-based education is essential for developing moral character of students. Development of moral character is essential for the development of society. Hence secular education is needed for the development of moral character.

3. Development of pluralistic outlook:
   Secular-based education helps in the promotion of cultural development. It preserves and enriches culture. Both secularism and culture go hand in hand and influence each other.

4. Development of democratic qualities:
   True secularism stresses the dignity of the individual and the sacredness of human personality. In India, the secular approach to life has engendered a pluralistic outlook which fosters the growth of science, art, philosophy and even religion. Secular-based education helps in promoting a healthy pluralistic outlook which is necessary for the emergence of a healthy democratic outlook.

5. Development of cultural qualities:
   Secular education helps in promoting cultural development. It preserves and reinforces culture. Both secularism and culture go hand in hand and influence each other.

6. Development of scientific spirit:
   Secular-based education helps in fostering a scientific spirit. It releases the individual from strong bonds of blind faith. Secular education helps in building a scientific spirit, which implies a spirit of free enquiring a scientific attitude towards the past, and a more humble attitude towards our own history and achievements.

7. Own history and achievements:
   Secular-based education is needed because of the following reasons:
fundamental human values and looks upon science not merely as a means of material progress but a quest for truth and search for harmony with nature. Secularism helps to strike a healthy balance between the spiritual and the material.

8. **Basin of humanitarianism**

Secular-based education is the basin of humanitarianism. It stands for peace, good will and understanding. It helps in fostering the brotherhood of man and the unity of the world. Absence of secular education has caused aggression, destruction and hatred in the world. There is disorder and disorganization. The world depends upon secular-based education. It helps in restoring the brotherhood of man and the unity of the world. Absence of secular education has caused disorder and destruction.

Unit IV

Social Culture and Change

1. **Concept and characteristics of culture**

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

In the words of Mathew Arnold, "The culture of a society means the thoughts which make the furniture of their minds." In broad sense, the culture includes the ways of life, the literature, the arts, the thoughts which give pleasure to the community; the ways of life, the manners, the very tones of voices, the literature, the habits, the manners, the very tones of voices, the literature, the arts, the thoughts which make the furniture of their minds.

Metaphorically, the world culture is derived from the Latin word *cultura*, which means to till, to cultivate. This means that the culture is to be cultivated and it can grow itself. Mathew Arnold describes it as sweetness and light.
society. Thus, culture includes all that man has acquired in the mental and intellectual sphere of his individual and social life. It can be expressed as social heritage.

Components or Elements of culture:

1. Group behavior patterns: Culture includes the group behavior patterns such as:

   a. Folkways
   b. Moses
   c. Customs
   d. Traditions
   e. Laws
   f. Stereotypes
   g. Legends
   h. Fashion
2. Literature and its branches: Literature includes the group behavior patterns such as:

   a. Drama
   b. Poetry
   c. Prose
   d. Story
3. Art and its various aspects: Art includes:

   a. Music
   b. Dance
   c. Sculpture
   d. Painting
   e. Photography
   f. Architecture
4. Idealistic Quality: Culture is idealistic. It stands for ideal expectations of the members of groups.

   a. Ethical
   b. Religious
   c. Artistic
   d. Myth

Characteristics of culture:

1. Learned Quality: Culture is learned quality. It is not innate or biologically acquired. In fact, it is sociologically acquired. Traits learned through socialization, habits and thoughts moulded according to his family and society of which he is a member are called culture.

2. Transmittive Quality: Culture is transmitted from person to person and generation to generation. The individual is moulded according to his family and society of which he is a member. This is called culture.

3. Social Quality: Culture is social, not individual heritage of man. Man cannot create or generate culture which exists apart from the group. Culture is inclusive of the expectations of the members of groups.

4. Idealistic Quality: Culture is idealistic. It stands for ideal norms of human behavior.
3. **Transmission of culture** - Education is the savior of cultural traditions, experiences, values and norms. It helps refinement. Society accepts these ideals, patterns, and ethical needs of man.

4. **Gratifying Quality** - Culture meets and satisfies the social and ethical needs of man. Social habits form a part and parcel of culture. Habits can be formed of those activities which account for cultural heritage at all. The school must inculcate in pupils the social culture. Education must not ignore the social and cultural heritage. It is education that is not primary to social education.

5. **Dynamic Quality** - Culture is a dynamic quality. It is changing. Every generation adds something new and modifies something old.

6. **Relation between culture and education** - Education and culture interact and influence each other. Education and culture are not independent of each other. Education produces a cultured man and also nourishes and nurtures by cultural heritage. The school must inculcate in pupils the social and cultural heritage. Education has profound implications for education. The social living is influenced by education. The social living is governed by education. Education produces a cultured man and also nourishes and nurtures by cultural heritage. The school must inculcate in pupils the social and cultural heritage.

7. **Continuity of culture** - Education maintains the continuity of cultural traditions, experiences, values and norms. It helps in the transmission of cultural heritage. Society accepts these ideals, patterns, and ethical needs of man. Social habits form a part and parcel of culture. Habits can be formed of those activities which account for cultural heritage at all. The school must inculcate in pupils the social and cultural heritage. It is education that is not primary to social culture education.

8. **Functions of education towards culture** - Education produces a cultured man and also nourishes and nurtures by cultural heritage. The school must inculcate in pupils the social and cultural heritage. Education has profound implications for education. The social living is influenced by education. The social living is governed by education. Education produces a cultured man and also nourishes and nurtures by cultural heritage. The school must inculcate in pupils the social and cultural heritage.

9. **Conservation of culture** - Education is the preservation of cultural heritage. It education is not agency of social culture, there would not have been any cultural conservation. Education must inculcate in pupils the traditional standards and values, which account for cultural evolution. The conservative function of education has been emphasized by Percy Nunn.

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One of the tasks of education is to handover the cultural values and behavior patterns of the society to his young and potential members. Without transmission of culture there can be no growth and progress of man.

4. New cultural patterns: Education is not only concerned with the transmission of culture but it also builds new cultural patterns. It brings changes in the existing culture. These changes are necessitated due to cross-cultural contact with the transmission of culture but it also builds new values and behavioral patterns of the society to its young members. Without transmission of culture and cultural patterns, "One of the tasks of education is to handover the cultural values and behavior patterns of the society to his young members."
Human mind and changed its attitudes and values of life. Communism and fascism materially influenced new thoughts on philosophical ideas, revolutionizing the world. Likewise, Buddhism, new social change. New scientific thought, new religions ideas, new social change. Scientific and political ideas significantly influence philosophical, scientific and political factors. 

Meaning of social change:

• According to Davis, by social change is meant only such alterations as occur in social organization, that is, structure and functions of society.

Factors of social change:

1. Physical environment: Hot or cold climate, flood, famine, earthquake, epidemics, etc. influence social change.

2. Biological factors: Biological factors like heredity prepare the way for social change. 

3. Technological and scientific factors: Technological and scientific inventions, i.e. various types of machines and implements, etc. are potent factors in social change. They break the regional barriers and bring the world closer, thus providing easy and fast means of communication as well as of transportation.

4. Ideological factors: Social change is caused by ideological factors. New scientific thoughts, new religious ideas, new philosophical ideas revolutionize the world.

In the words of Jones, "social change is a term used to describe modifications in any aspect of social processes, patterns or form."

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According to Fairchild, "social change means variations or modifications in any aspect of social processes, patterns or form."

Thus, social change can best be defined as a new fashion or mode, a new form of social organization. Social change is a term used to describe modifications in any aspect of social processes, patterns or form. Social change is a term used to describe variations or modifications in any aspect of social processes, patterns or form, leading to change in social techniques, relationships, behaviour patterns, folkways, institutions, etc.

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According to Davis, by social change is meant only such modifications in any aspect of social processes, patterns or form, that is, structure and functions of society.
5. Cultural factors: Human culture is a process of change. Any change in cultural order is accompanied by a corresponding change in the whole social order. Cultural patterns change from generation to generation and they bring about change in the society.

6. Leadership in social change: Education in India must be able to create appropriate leadership at every level. Social changes helped in recognizing the importance of such changes.

Role of Education in Social Change

1. Assistance in adopting social change: Education helps people in removing blind faith and education in the sphere of social change are outlined as follows:-

2. Overcoming resistance to change: Certain factors create resistance in the way of accepting social change. Education helps in overcoming resistance. The importance of social change is convincingly explained to the people through the process of education.

3. Analysis in change: Education invests the individual with the capacity to use his intelligence, to distinguish between right and wrong and to establish certain ideals.

4. Emergence of new changes: Education initiates, guides, and controls movements for social reform. The flood of social reform movements that was witnessed at the turn of the century was due to modern education. Education helped in agitating public opinion towards the adoption of many social evils such as child marriage, widow remarriage, unequal rights to women, etc. Education helps in removing blind faith and in establishing certain ideals.

5. Leadership in social change: Education in India must be able to create appropriate leadership at every level.

6. Role of Education in social change: Education has various functions to perform. The functions of education in social change are:

- Assisting people in adopting social changes.
- Overcoming resistance to change.
- Analysis in change.
- Emergence of new changes.
- Leadership in social change.
- Role of education in social change.
educated and enlightened Indians, made all efforts at conscious level to bring about the social changes.

6. **Advance in the sphere of knowledge:**

- New researches and inventions all depend upon education, because only the educated individuals can search for new things in every field. Thus education contributes to social changes by bringing changes in knowledge.

7. **National Integration and economic prosperity:**

- Education can prove very useful in bringing about national integration, economic prosperity, and development in philosophical thinking. It should be noted that education contributes to social changes by bringing changes in knowledge.

**Conclusion:**

To conclude, social change may be brought about by economic situation, political situation, scientific or technological development, and educational development.

education contributes to social changes by bringing changes in knowledge.

**Concept of culture/Meaning of culture**

**Literal Meaning:** The word culture is derived from the Latin word "cultura" which means to till, to cultivate. This means that the culture is to be cultivated and it can grow itself.

- In the words of Matthew Arnold, "The best that has been thought and said, is culture. This means that the culture is to be cultivated and it can grow itself."

According to Mathew Arnold, "The best that has been thought and said, is culture. This means that the culture is to be cultivated and it can grow itself."

**E.B. Tylor** says, "Culture is the complex whole which includes knowledge, belief, art, morals, law, custom, and any other ability which makes up the life of an individual or a group." According to him, "The culture of a society means the total way of living of a society."
Thus, culture includes all that man has acquired in the mental and intellectual sphere of his individual and social life. It can best be expressed as social heritage. In the broader sense it includes such material or utilitarian factors as railway trains, cars, radio, television, tables, chairs, etc. that enrich the social life of man; and non-material factors or values as beliefs, ideals, norms and patterns.

Characteristics of Culture

1. Learned Quality: Culture is learned quality. It is not innate or biologically acquired. In fact, it is sociologically acquired through socialization, habits and thoughts are called culture.

2. Transmitive Culture: Culture is transmitted from person to person and generation to generation. The individual is molded according to his family and society of which he is a member. Culture is constantly accumulating. The new generation gains by the experiences of the older generation through the communicability of the culture. The new generation builds upon the experiences of the older generation, the new generation to generation. The individual is molded according to the culture of society and transmitted from person to person.

3. Social Equality: Culture is social, not individual heritage of man. Man cannot create or generate culture while existing apart from the group. Culture is inclusive of the expectations of the members of the group. Each member is dependent on the other and each expects from another. By this expectation is the society bound by culture.

4. Idealistic Quality: Culture is idealistic. It stands for ideal norms of human behavior.

5. Gratifying Quality: Culture meets and satisfies the social and ethical needs of man. Social habits form a part of culture. Habits can be formed of those activities only which tend to gratify the ethical needs of man. Social habits form a part of culture.
Culture meets the recurring demands of mankind. The demand of reproduction, of nursing an infant to maturity and finally, of desposal of the dead, all are met by culture from generation to generation. Culture points the smooth and sure course to meet the perpetual demands of individuals.

Culture has profound implications for education. Theodore Brameld remarked, "It is from the stuff of culture that education is directed by materials but its reason for existing at all created and that gives to education not only its own tools and resources, "It is from the stuff of culture that education is directed by its own tools and resources.

Relationship between culture and Education

Education adds something new and modifies something old. In constant flux, no nation has consistent cultural traditions. Every generation adds something new and modifies something old.

Culture has a dynamic quality. It is changing. It is in constant flux. No nation has consistent cultural traditions. Every culture is the manifestation of man's mind.

Dynamic Quality: Culture has a dynamic quality. It is changing. It is in constant flux. No nation has consistent cultural traditions. Every generation adds something new and modifies something old.

Relationship between culture and Education

Culture moulds the total pattern of society's life. Education is influenced by education and education itself is governed by social living culture. Culture has profound implications for education. The social living culture plays an important part in man's life. As Theodore Brameld

Adaptive Quality: Culture has the characteristic of adaptation. Each culture tries to adopt the qualities outside its own environment. The contact of two or more cultures takes place and this interaction lends the adaptive quality to the culture.

Integrative Quality: Culture has the quality of becoming integrated. Various parts of culture are integrated with each other. Those cultures which are more open to external influence are comparatively more heterogeneous but never the less some degree of integration is inevitable in all cultures.

Manifestation Quality: Culture is the manifestation of man's mind in varying moods of nature and environment and in the changing course of history. Culture of civilized societies has its own momentum of progress. Members of such a society cannot remain constant.

Relationship between culture and Education

Culture plays an important part in man's life. As Theodore Brameld remarked, "It is from the stuff of culture that education is directed by its own tools and resources."
produces a cultured man and is also nourished and nurtured by the
cultured man.

• Conservation of Education towards culture

If education is not agency of social conservation there would not
have been any cultural heritage at all. The school must inculcate in
pupils the traditional standards and values, which account for
the transmission of culture but it also builds new cultural
patterns redundant.

Continuity of culture:- The continuity that influences the past and present cannot be
ignored. The continuity of cultural condition is an essential condition
for survival of the nation.

Promotion of culture:- Education helps in the modification of a
cultural heritage. „Education must help in preserving the vital elements of our
cultural heritage. „Education function education is emphasized. Pr-Nehu, held,
emphasized by Percy Junn, in Rakhakrishnans „Report also the
conservative function of education has been
account for pupils the traditional standards and values, which account for
if education is not agency of social conservation then would not
produce a cultured man and is also nourished and nurtured by the
Adjustment to cultural patterns: Education equips the individual to adjust himself in the changing cultural patterns.

Thus, education is required to perform the functions of change and reconstruction of culture. The social dimensions of transmission and enrichment, acceptance and reformulation, culture and civilization.

Reconstructing human experiences for the promotion of culture and civilization.