



## Department of Open & Distance Learning Punjabi University, Patiala

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**Class : M.A. I (Education)**

**Semester : 2**

**Paper : I (Sociological Foundation of  
Education)**

**Unit : 2**

**Medium : English**

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### ***Lesson No.***

- 2.1 : Culture : Meaning and Nature, Cultural Change and Factors affecting Cultural Change. Role of Education
- 2.2 : Modernization and Globalization with Special Reference to Indian Society
- 2.3 : Education for Socially Disadvantaged Sections of the Society

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***Department website : [www.pbidde.org](http://www.pbidde.org)***

**Structure :**

- 2.1.1 Objectives
- 2.1.2 Introduction
- 2.1.3 Meaning and Nature of Culture
- 2.1.4 Cultural Change
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- 2.1.6 Summary
- 2.1.7 Suggested Questions
- 2.1.8 Suggested Books and Web Sources
- 2.1.9 Questions for Self Evaluation

**2.1.1 Objectives :**

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

- (a) explain the meaning and nature of culture.
- (b) justify the role of education in cultural preservation.
- (c) describe the role of school in cultural preservation.
- (d) explain the role of education in socialization of culture.

**2.1.2 Introduction :**

In anthropological literature the term culture is used in many senses, but in general writings it is used to indicate social charm and intellectual superiority. Even some sociologists believe cultured individuals to be the leaders of the society. According to Sorokin and Maciver, culture implies man's moral, spiritual and intellectual achievements. In the words of Bogardus, "Culture is composed of integrated customs, traditions and current behaviour patterns of human group. Culture is the stock in trade of group. It is an antecedent complex of value into which every individual is born. It is a medium within which individuals develop and mature."

**2.1.3 Meaning and Nature of Culture :**

Culture, so many times, is confused with some other terms such as civilization. So first of all it is essential that we should clarify our concept about culture. It has its roots in The Greek word CULTURE or German word CULTIVATE. It means to improve upon the social life of the individuals. Some people take pride in relating it with social

charm and intellectual superiority. It is essential to understand the differences between civilization and culture. Many thinkers hold the view that civilization takes into its grip material things i.e. Car, T.V. Aeroplane, Fridge etc. where as culture deals with non-material things i.e. art, language, literature, philosophy etc. In the way each human being receives the gifts of family life from society, community life, education, legal rights, safety and protection, in the same way he or she inherits from society the valuable gifts of cultural heritage.

In the words of Tylor, "Culture is that complex whole, which includes ideas, beliefs, traditions, customs and any other capacity and habits acquired by man as a member of society." Alivenwood is of the opinion that it includes civilisation too. He says, " Culture includes, on one hand the whole of man's material civilization, tools, weapons, system in industry and on other hand, all the material as spiritual civilization such as language, literature, acts, religion, morality, law and government."

The culture of the people is their social heritage, a complex whole which includes knowledge, belief, art, morals, techniques of food and communications. Many include social heritage in it too. Fundamental basis of culture is found in the mind of man not in the external manifestation. Ideas are the real foundation of culture. In order to understand culture in a better way we will like to agree with the material and non material distinction and include only non-material things in it.

Malinowski considers that man varies in two respects: in physical form and in social heritage or culture. The variations in physical form are due to his heredity. The biologists trace them to the individuals gene combinations. The individual takes the gene from his parents and develops in accordance with them. But the gene combination alone does not determine his life cycle. Once born to particular parents he starts living his life in a social environment. As described above, this social environment brings changes in his behaviour pattern and plays a vital role in his developmental process. The cultural heritage in which he is born helps him to satisfy his needs. His physiological needs are partly satisfied through his nature endowment but to a great extent their satisfaction depends on the cultural environment. For example a child feels hungry. Hunger is a physiological need. The satisfaction of it is food. But food in the form of mother's milk is provided to it in a cultural context. Every human group emphasises the leading of the child. In feeding it the mother follows a pattern which she has learnt from others in her social environment. This learning is at the root of the development of a culture. This culture develops as a human being gets aid from his associates in the group to satisfy the needs which are born initially act of his own physiological makeup or innate urges. The aid which he gets not only satisfies his needs but also modifies his innate endowment. The child learns slowly not to cry for food but wait for it till the mother is able to cook and feed him. The giving of aid, which may include the object of aid and the process of aid, we

may term as culture. Thus, culture deeply modifies human innate endowment, and in doing this it not only bestows blessings but also imposes obligations and demands the surrender of a great many personal liberties to the common welfare."

Every culture has its body of beliefs, its characteristics, ways of acting and feeling. Every person in the culture absorbs these ways, and responds to them with the degree of understanding and creativity of which he is capable. The culture is the ground of which all his creative actions spring. Culture is the source of thought for all socialized human beings. Philosophies come from living men, men who are living various kinds of roles in group life.

Cultural traits are transmitted from generation to generation. Each generation because of the different types of social, cultural, economic and political influences, is free to modify the cultural heritages and transmit it to the next generation. Thus transmission is a continuous process. All cultural traits have some type of utility for the individual as well as the society. The traits of the culture which lack utility, decay and die. Different cultures of the world exchange distinct features.

To sum up we may say that culture is the creation of man. It includes all that the group conserves for modifying his innate endowments and to meet his innate urges.

#### **2.1.4 Cultural Change :**

No culture of word is permanent. All go on changing with the passing of time. Even the most traditional cultural also change. It is a fact that the change is very slow in some of them and take some change is very slow in some of them and take some time to take place. When people want to satisfy their wants and make their lives more comfortable, the changes take place in their culture too

##### **2.1.4.1 Factors Responsible for Cultural Change :**

- (i) Scientific Inventions
- (ii) Physical and Geographical factors
- (iii) Legislation
- (iv) Demographic Factors
- (v) Social Factors
- (vi) Political features of powerful socio-political leaders like Mahatma Gandhi and Guru Gobind Singh etc.
- (vii) Economic Factors
- (viii) Philosophical Factors
- (ix) Technological Factors
- (x) Psychological Factors
- (xi) Religious Factors
- (xii) Wars
- (xiii) Industrialisation

- (xiv) Migration of different types
- (xv) Earth Quakes, Floods etc.

### **2.1.5 Role of Education and School in Cultural Preservation :**

Role of education in cultural preservation is evident from the fact that one of the major aims of education is to impart to the child his cultural heritage, the social heritage. In any human group, the various elements and parts of culture evolve after thousands of years of the experience, and these are handed down as a whole to the succeeding generations. Hence every individual is born into a particular culture which provides him with definite patterns of behaviour and values which guide his conduct in different walks of life. He has thereby saved the necessity of making fresh experiments every time. Obviously, then, culture plays an important part in man's life. By understanding the nature of its importance, it will be easy to understand how the education of various elements of culture can help man.

**2.1.5.1 Adaptation to the Natural Environment:-** Everywhere, man lives in a definite natural environment to which he must necessarily adapt himself. Without doing this he cannot exist. All the experiments and inventions that he makes in the process of this adaptation form an important part of the culture. Due to difference in the natural environment of different communities, there arise differences in their cultures also, and it is on this basis that a distinction is made between primitive and developed cultures. In all the tribes of India, the members behave in certain distinct and specific ways in order to adapt to their respective environments. These modes of behaviour are taught to the younger generations. It is these modes of behaviour which go to make up culture.

**2.1.5.2 Adaptation to the Social Environment:-** Culture also includes customs, traditions and the pattern of current behaviour etc. Inherent in it are our beliefs and ideas, decisions, values and social institutions. All of these help the individual to adapt to his social environment, but it must be remembered that these elements undergo gradual changes as the social environment itself changes. Culture determines the pattern of social control, through which the individual is subjected to the coercion of the group. Hence the advantage in communicating the culture of the group to the child through education is that he is thereby acquainted with the traditions, customs, values and pattern of conduct prevailing in his group. This knowledge which is a part of education enables him to adapt to the social environment and thus achieve his socialization.

**2.1.5.3 Development of Personality:-** The personality of an individual is manifested through his pattern of behaviour. The behaviour is always profoundly influenced by the culture of his group. Some people are more aggressive while others are submissive. Culture influences the physical, mental, social, emotional, moral and aesthetic aspects of the individual. Individual effort leads to important changes in culture, but the behaviour of the average is

determined by culture.

As we have seen above there is a close relationship between culture and education. As we all know that 'teacher' is an important component in the process of education as such they are required to transmit to students that part of our cultural heritage which is pertinent to the present. The teacher's have to play the conservator's role. This keeps the continuity of culture from one generation to the next. For playing the conservator's as well as progressive role the teacher's must have proper understanding of their culture. Another need for cultural understanding of teacher's arises from the fact that teacher's must be more concerned with broad, long range goals of education, No doubt they have to be aware of the goals of the subject they teach but this awarness will be fragmentary unless they also reflect upon the broader adjectives of education. Hence they are required to be social philosophers. As such they will be able to spell out the general purpose of education which is much more important than merely the narrow objective of teaching a subject. For example, a teacher of mathematics may be knowing the specific aims of teaching mathematics but unless he knows the culture in which he is teaching Mathematics so that he may define the place of Mathematics in that culture his teaching will be ineffective.

**Short in Text Questions :**

*Note : Write answers in the space given below :*

1. Meaning of Culture.

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**2.1.6 Summary :**

Culture is a word which is used in so many ways. In a dignified way it is improvement upon the social life of individual. Every culture has its own body of beliefs, its characteristics and ways of acting and feeling. Education and School are deeply related with culture as they are to transmit the past ethics and also add so many things of the present to it. It include adaptation to the natural environment, adaptation to social environment, development of personality and also socialization. These aspects are also dealt with education. Culture is deeply related to education and teacher is an important component in the process of education as such they are required to transmit to students that part of our cultural heritage which is pertinent to the present. It also works with the process of socialization. The teacher motivates the students to engage in intellectual activities, offer him suggestions for desirable ways of behaviour and develop inter personal relationship-which sharpen the process of socialisation leading to cultural preservation and development.

**2.1.7 Suggested Questions :**

1. What is the meaning and nature of culture?
2. How education helps in cultural preservation?

**2.1.8 Suggested Books and Web Sources :**

1. Sociological Approach to Indian Education. By S.S Mathur
2. Philosophy and Sociology of Education. By Dr. R.N. Sharma
3. Sociological Foundations of Education. By Sitaram Jayasawal
4. Philosophical and Sociological Foundations of Education.  
By Dr. T.S. Sodhi and Dr. (Mrs.) Aruna Suri

**Web Sources :**

1. books.google.co.in.
2. en.wikipedia.org.
3. books.google.co.in.
4. www.ehow.com.

**2.1.9 Questions for Self-Evaluation :**

- |    |  |        |
|----|--|--------|
| 1. | There is no difference between culture and civilization.                                   | Yes/No |
| 2. | Culture is only environmental.   | Yes/No |
| 3. | Every culture has its own body of beliefs, characteristics and ways of acting and feeling. | Yes/No |
| 4. | All cultural traits have some type of utility for the individuals as well as the society.  | Yes/No |
| 5. | Education and school are deeply related to culture.  | Yes/No |
| 6. | Culture is the creation of man.  | Yes/No |
| 7. | Education should treat human culture as a whole.   | Yes/No |
| 8. | Teacher is the conservative and architect of culture.                                      | Yes/No |
| 9. | Education produces a man of culture.   | Yes/No |

**Answer Key :** (1) No (2) No (3) Yes (4) Yes (5) Yes  
(6) Yes (7) Yes (8) Yes (9) Yes

**Structure of the Lesson**

2.2.1 Objectives of the Lesson

2.2.2 Introduction

2.2.3 Modernization

2.2.3.1 Modernization and Westernisation

2.2.3.2 Role of Education in Modernisation

2.2.3.3 Summary

2.2.4 Globalisation

2.2.4.1 Globalisation and Development

2.2.4.2 Need of Globalisation

2.2.5 Role of Modernisation and Globalisation in Indian Society

2.2.6 Questions for Self-Evaluation

2.2.7 Suggested Questions

2.2.8 Suggested Books

**2.2.1 Objectives of the Lesson :**

After doing the study of this lesson, the student will be able to appreciate the following points :

- (i) He will be able to grasp the concept of Modernization.
- (ii) He will be able to understand the role of education in Modernization
- (iii) He will be able to understand the concept of Globalisation.
- (iv) He will be clear in his mind about the role of Modernisation and Globalization in Indian Society.



**2.2.2 Introduction :**

The technological changes have brought a revolution of change in the environment of the world and has reduced the size of the globe both in terms of time and space. One can now take his morning tea in one continent, his breakfast in the second continent, his lunch in the third continent and his dinner in the fourth continent mixing up with people of different colour, creed, race, speaking different languages, and mix-up with their culture. It is now possible not only to switch on the mobile and talk to a man sitting in U.S.A. With the help of computer, one can do so to talk face to face in front of a computer sitting in front of you. It can be visualised that the knowledge created in the world during this period has undergone a revolutionary change. It has been visualised that the knowledge created during of the first nineteen centuries of the world was doubled in the 20<sup>th</sup> century. The funds of knowledge created in first fifty years made an other addition of the funds of knowing added during the 20<sup>th</sup> century.

All this can be attributed to modernisation and resulting in globalization for almost all the nations of the world. However, it has changed different countries in different ways i.e. advanced and development nations. In this lesson, we will discuss the effects of modernization and globalisation in India Needless to mention that some of the effects are of similar nature with both these areas of operations. The fact remains that both in areas of science and technology the explosion of knowledge has revolutionized the world scene and are expediting it further at a much fast speed. It is equally effecting the process of modernisation and globalisation as much of the areas of their operation is common and both push to one and other in the same direction.

**2.2.3 Modernisation**

Different thinkers have tried to give different types of definitions of modernisation. Moore is of the view that modernisation means revolutionary change leading to transformation of traditional and primitive society into an advanced, economically prosperous and relatively political and stable society. Warner holds the

view that modernisation is disquieting positive spirit which has spread in comprehensive groups, public institutions as well as individual aspiration. However, the fact remains that the most accepted indices of modernisation is, the production and consumption of modern goods such as refrigerators, air conditioners, T.V., motor cars, scooters, telephones, computers, internet, family planning methods, share market, import export business etc. It will be possible if the old traditions and narrow outlook is done away with the medium of education and new techniques of research and innovation so that the human being is ready to accept it, digest it and practice it in their mode of living, socialising and performance. In the age of globalization all the world is moving towards modernization. However, the stage of modernisations is different with different countries. Some advanced countries stand fully modernised while some underdeveloped nations have just at the first stage of shading traditions and adopting modern values.

### **2.2.3.1 Modernisation and Westernisation**

At times modernisation and westernization are considered to be interchangeable terms and can be used as one and the same concepts. However, the fact remains that both have something in common with one and other and considered as the same thing but they need to be different in different countries and culture and India is no exception to this principle. The Indian Education Commission (1964-66) holds the view that if modernization is to be a living force, it must derive its strength from the point of view of spirit. However, the gist as is being adopted by us is an embodiment of, industrialisation, urbanisation, materialisation pragmatic value and the higher states of science and technology. With little care for spiritual upliftment, which is quite clear in Indian culture. The fact remains that modernisation as is accepted by our culture is not the same which has only western culture and put the spiritual ethics leave it to the background. Indian concept does not compromise to push it all to the background which is spiritual, ethical and moral. In the words of Swami Vivekananda with regard to spiritualism "Shall India die"? Then from the world all spirituality will be extent, all sweet soule'd sympathy

for religion will be extinct, all ideality will be extinct and in its place will reign the duality of lust and luxury as the male and female declines, with money as its priest, fraud, force and competition in ceremonies and human soul its sacrifice. Such a thing can never be".

The fact remains that westernisation and modernisation are not synonyms and in for changeable concepts, but have some common elements what India needs is to become modern in a way that it keeps its values in lack. However, the fact remains that in order to modernise the Indian society it must improve productivity, so that an expansion of education leads to increase in national income, which in turn may provide the means for larger investment in education. Education and productivity can thus constitute to rising spiral which different part sustain and support one and other.

The fact remains that link between education and productivity can be forget through the development of the following at higher priority.

- a) Making science as a basic component of education and culture.
- b) Making education an integral part of general education.
- c) Vocationalisation of education, especially of secondary school level so as to meet the needs of agriculture, industry and trade.
- d) Improvement of scientific and technological education and research at university stage and other institutions of higher education.
- e) Expansion of higher education and raising its standards as has been recommended by the Indian Knowledge Commission (2006). It has been worked out that Indian higher education cannot only be compared with the advanced countries, it is lagging behind more even many of the Asian countries of the globe.

There is no denying the fact that only education cannot attribute to the total area of modernization and globalization. However, the fact remains that it has its strong contribution to be made in this direction. However, the excellent areas of Indian culture, moral, ethics along with its funds of knowledge, need to be kept in

fact, while doing so. In the same way, industrialization, agriculture, trade etc. will have to be boosted. It cannot be denied that education will play a prominent role in it if it is developed both quantitatively and qualitatively to meet the needs of the country. The fact remains that India is quite rich in natural resources, it needs to be exploited and used in an effective way.

### **2.2.3.2 Role of Education in Modernisation**

**(i) Democratic Way of Life :** India is the biggest democracy of world. In order to modernize the society, it has adopted the midway between centralization and decentralization from the two types of education of USA and China of education by managing them by the government and NGO's. It is why that New Economic Policy has been adopted on the lines of globalization, liberalization and privatization. Education now is being tailored to these needs and a good many more technical, professional and scientific institutions are now coming up both in public and private sectors. A good many universities in different disciplines have come up. According to Knowledge Commission (2006) the then 350 universities are to be increased to 1500 Universities by 2015. A good many public and private universities have come up. In order to expedite the process of modernization, the following actions are being organized.

**(ii) Strengthen National Language :** India is a multilingual society. There is an urgent need that Hindi, the national language of the country be strengthened. English will continue to have international importance. Even when some steps are being taken in this direction, still a greater part of India is lagging much behind the target. India will have to work a lot to strengthen the national language from many educational point of view but from the point of socialization and national integration also.

**(iii) Removal of Illiteracy :** In accordance with our constitution (1950), it was to be removed from the Indian soil within a period of ten years. In 1991, for the first time more than 50% or 52% people become literate. Now National Literacy Mission (NLM) has been established to remove illiteracy. It has not been achieved even in

2014. It needs to be done away with at the earliest as it is an important tool to lead the nation on the path of modernization and also globalization.

**(iv) Development of Transportation and Communication :** The fact remains that quite good improvement has been made on this front, but we will have to do a lot upon transport system i.e. roads, railways, water, transportation and also electricity and also our communication system on order to lead the nation in the path of modernization. The nation is not connected adequately because of these deficiencies hindering the process of modernization.

**(v) Integration and Equality :** The fact remains that people in India are divided on the basis of caste, income, level of development, sex, provincialism and social status. Education is to play a constructive role in controlling these aspects. However, the fact remains that India is a man dominating society in which these distinctions are deeply rooted. Even when economic and financial aids are to play some dominated role the expansion of both quality and quantity of education has a lot to do in this direction.

**(vi) Improvement of Administration :** The difficulty with our political and administration is that it suffers from corrupting favouritism and nepotism corruption which needs to be improved. Education will play a major role as doing as.

**(vii) Principles of Expansion of Education :** Even when it is progressing fast, the quality is lacking behind. It is also not very systematic. It needs to be systemized and expanded both in quality and quantity. Our primary education is neither universal, free and compulsory. The secondary education is not vocationalized. The higher education lacks quality to the extent that none of our universities has been evaluated amongst 200 advanced countries of the world.

**(viii) School and Society :** One of the functions of school is to connect it with the social set up and to link it with work experience, shall formation of trade unions, communication methods, use of modern goods and political activities. Now education acts beyond the schooling and covers so many aspects of life. The fact remains that the schools are mini societies. In order to play a constructive role in the process of modernization the teacher training programme should also be

changed and modernized. India is taking appropriate steps towards this direction to a considerable extent. The teaching methods are being improved. Through the 'Act of Panchayati Raj' the masses are being involved in the schooling process. The voluntary organisation are also encouraged to take part in it giving a push to the social participation. However, the fact remains that much more need to be done in this front even in the area of higher, technical, scientific and professional education. No doubt a lot of national migration has begin to take place, yet it is only to a limited extent only.

**(ix) Education and Technological Changes :** The fact remains that most of the technological changes are coming from the western world and are adopted by other countries after modifying that in the light of their social , economic and political conditions. India is taking appropriate steps towards this education. Information technologies is widely used, Radio, T.V. computers and their use in the educational programme are being organized. The Educational Policy of 1986 and Revised Education Policy 1992 have contributed a lot. Distance education programme, open university and vocationalisation of education are some of the steps taken this respect but there is no denying the fact that India lags behind other advanced countries in this regard and much needs to be done in this direction. One of the difficulties is that much efforts from the point of view of finances and technical know how are not being mobilised by the nation. The adaptation of new technologies got delayed leading to slow process of modernization.

**(x) Shortage of Research Facilities :** Research is a costly affair. Adequate funds are not being provided in this direction and then to apply those findings to the area of operation. In order to accelerate the process of modernization the efforts of research and implementation of the findings both in government and private organizations and industries needs to be activated to make adequate investment in it.

### **2.2.3.3 Summary**

India has no alternative but to go in for the modernization process in all the aspects i.e. social, political, economic, technical and ethical etc. India is moving on the solid lines towards their direction but at a slow speed. Infact it is the world wide

movement. India cannot be termed as backward in this area of operation, but it needs to be accelerated a lot in this process. No doubt, material capital has very important to lead the nation on the path of both modernization and globalization, but it cannot do it alone. It will take place only when education is used as a tool to activate a lot in this direction. Indian education process is no doubt doing a lot in this direction, but it needs to be activated a lot in the right direction at all levels and in all directions i.e. longitudinal and latitudinal.

**2.2.4 Globalisation:** Due to innovation in technology, modernization, liberalisation and industrialization the concept of globalization has come up which stands for removal of separate boundaries and manpower material, knowledge and indicates that human resource should be allowed to go from one country to an other. It will facilitate the transfer of technology. However, due to the philosophy of equalisation a care will have to be taken that these benefits may not remain limited to the elite and upper strata of society but should be passed on the lower sector of the masses. The fact remains that globalization describes that technical, political, economic and cultural atmosphere of today. While some people thinks of globalization as primarily a synonyms for global business and trade, it is much more than that. The same forces that allow business to operate as if nation borders did not exist also allow social activists, labour organizations, journalists, academics international terrorists and many other to work at global stage. It can thus be said that it involves much more than material development i.e., economic, social, cultural, educational and ethical amalgamation sharing and mixing up along with migration etc. The restrictions imposed by different nations, religions, sectors and different levels of development have blocked the path of globalization and gave birth to terrorism which needs to be checked.

#### **2.2.4.1 Globalisation and Development**

Globalisation is both directly and indirectly linked with development of all types. This increases migration, transfer of both material and human resources from one country to an other. It was on this basis that at first World Trade War was organized by UNO which was followed by World Trade Agreement on Trade and

Services (GATS) which involved not only trade but migration of human resources from different countries of the world. All this lead to sharpen the process of globalization. The oil resources of Iraq and Iran etc. are been of utilized throughout the world. The technology of war weapons of advanced countries are bought by the developing nations. The raw material of developing nations are also either used to nationalise their production or exported to other nations. India has a big bank of developed manpower of the world which has migrated to advanced countries like USA, UK, France etc. It can be said that whole material is valuable to oil rich countries of the world, in the same way superior and developed man power is to India more than 50% medical experts are of Indian origin in U.K. and same is the case with U.S.A. Many of them have adopted the nationalism of those countries and a good many are earning and sending directions which is used for development programme in India. In the same way some developing nations like Dubai, Iran and Iraq are in the need of the technicians and labour for their development programmes for which India migrates such persons, who earn dollars and sent that back to India which is used for development of Indian resources. In gist we can say that globalization, by the sharing of both the human and material resources and tendency of sharing has expedited the pace of development world over. It modernize, industrialise, improve mode of communication, transportation and mixing up of different cultures etc. On the whole it attempts to bring all human beings close to one and other and share the resources so that human beings feel more comfortable and increase motivation for globalization.

**2.2.4.2 Need of Globalisation**

**(i) World Peace :** The destruction of the World War II, has made the world clear that if there is IIIrd world war, it may finish the humanity on the globe. The result was the formation of UNO in 1945. It in addition to taking steps for world peace also opened the doors of migration, sharing of the resources and development of developing nations, spreading of educational base and UNESCO. All this facilitated the scope of globalisation. India is a member of UNO and is participating in almost



all types of activities. However, the fact remains that education is to play a very sensitive role in this direction.

**(ii) Safety of Smaller Nations :** Due to the impact of globalization and strengthening of UNO, such developments have taken place that the fear of elimination of smaller nations to be grabbed by the larger nations has been eliminated. The existence of Israel, Afghanistan are some living examples in which their safety has been managed by UNO. The politicising of education plays its role in it too and unite the world opinion against aggression.

**(iii) Development of Developing Nations :** Research has provided an evidence that if peace is to be maintained in the world, it is essential that underdeveloped nations be helped to exploit their natural resources and their human resources be developed to sharpen the pace of their development and make them to move towards globalisation. UNESCO, World Bank and some advanced nations are playing their constructive role in it by providing technical knowledge and financial aid to go in for it. Many nations have helped India to remove illitracy and organise elementary education in the backward stages like Rajasthan etc. It brings the nations of the world to come closer to one and other and expedited the pace of development.

**(iv) Strengthening of World Trade :** Globalisation has enlightened the world that no country of the world is completely self sufficient in all aspects. Some countries have rich natural resources, but poor technology and vice versa also. In order to raise the standard of living and pace of development it is essential that both types of countries should help one and others. For this purpose schemes of GATS have been framed. India is involving Japan, USA, U .K. etc. to invest in India to boost its economy. Education plays a significant role in it.

**(v) Recognition of Human Rights :** There are some fundamental rights i.e. living with honour, respecting the identity and integrity, save the human rights through out the world. Now the situation become so bad that some sections of society are compelled to migrate to some other countries, who provide them shelter to live in peace. When terrorism was in abundance in Punjab a lot of sikh youths

managed to go to Germany, U.K, U.S.A, etc. who provided the protection in their country, which can be attributed to be the effect of globalisation. Such type of migration has taken place through out the world. It also accelerates the process of globalisation.

**(vi) Development of Democratic Values :** The trend in the world is to go in for the democratic way of life. Many more countries are adopting it. USSR had dictatorial tendencies and USA is the democracy. The result is that USSR has split up into 11 different countries while USA continue to be one country with 50 different states. It helps to equal opportunities for all. It is hoped that democracy will strengthen the roots of globalisation, India is becoming more friendly towards democracy i.e. U.K., U.S.A, Japan etc. It is more suitable to India being multi religious, multi-lingual and multicultural society.

**(vii) Modernisation :** We have discussed with the relationship of modernisation with globalisation. Both interact with one and other and push the economy towards development.

**(viii) Environmental Pollution :** As the things stand for the time being industrialisation is taking place in some parts of the world adding pollution in the environment, water and eatables. The result is that in the sky and layers of gases some holes have been made in the environment and the sun, which is leading to cancer which is not curable. It is why that in some parts of Australia people are advised not to expose their bodies to the sun. On the sea shores some times acid rain takes place in U.S.A. In case of globalisation the industrialization will be decentralized and trend towards clean environments will increase. India needs to visualise and do away with the extensively spread pollutions of all the types. Education needs to be used as a tool of set the things right.

**(ix) Population Explosion :** The population of the world is fast increasing and it is so in India. According to an estimate we have crossed the limit of 125 crores. It is being estimated it will cross the limit of 250 crores in the next 50 years. India is the second largest populated country of the world. It is hoped that in the near future it will cross the limits of china which has adopted one child family and

implemented it sincerely while we have planned two children family and not implemented it strictly. The area is not expanding the population explosion will be continue. The result will be poverty, pollution, shortages will increase. In case globalisation takes place for this time being the migration will be improving. Most of the peoples will be migrating, solving a good deal of problems of population. It will not only solve the problem of population of thickly type, but also solve the problem of thinly populated big countries like Canada and Australia Globalisation will solve so many other problems of humanity and industrialisation. One of the modes to do away with it is to spread the educational facilities. It is hoped that the way education is spreading in the due course of time, people will learn to control the family giving a relief to the increasing of population.

**India Need to Go in for Globalisation.** It will be essential to go in for globalisation, in order to live in the world which in terms of technology has been reduced to the size of a village. In order to do so we must enhance the level of our higher education in all the fields of science and philosophy so as to compete the world in the process of globalisation. However, it also is to be necessary that we must keep our identity intact. We are living in an age in which we are quite advanced in terms of industrialisation and technology as compared to many developing countries of the world. Our approach will be to get technological advancement from advanced countries and lead developing countries in these areas. Similarly in some areas of development i.e. philosophy, religion, culture, Indian medical system and use of medicinal plants etc., the world needs to learn from us. On the other hand technological advancement is much more respected and is quite advancement in advanced nations. It is also a fact that nothing can be thrust upon any other country of the world. It is to be done in the process of socialisation and better understanding. It needs to be fundamental understood that we are not only to export good quality things to other countries but to go in for better understanding, behaviour and culture, we must also learn to be alive to respect the culture of other countries. In whole of this type of process education plays the prominent role and higher education is still more important. India will

have to modernise, industry, mines exploitation, technical knowledge and educational efforts both from the view of quality and quantity. The expansion of educational activities will along with the philosophy of Globalisation will solve many of the problems of Indian society i.e. control of population, modernisation of Indian economy and technical knowledge, industrialisation, economy, political awareness, world peace and international understanding which are the needs of our uplift.

### **2.2.5 Role of Modernisation and Globalisation in Indian Society**

Both modernisation and globalisation are interlinked with one and other. Indian culture is rich in many aspects and world is to learn a lot from it also. On the other hand it is less developed in the area of technological advancement. It is to share it both with advanced and developing nations in accordance with the needs. The technological research and advancement has reached a stage, where is no country of the world can go in for isolation and India cannot also afford to do so. India needs to improve upon her educational system in such a way that elementary education is not only universalised, free and compulsory, but its standard should be improved. Secondary education must be vocationalised. Higher education must be expanded and improved a lot. It must become an active participant in the process of modernisation and globalisation which are in fact two sides of the same coin which cannot be separated from one and other. UNO and its other branches such as UNESCO. Human Rights, eridication of poverty and illiteracy etc. are playing their constructive role in it. India should go up for both modernisation and globalisation and use the tool of education towards the achievement of these targets of developed nations.

### **2.2.6 Questions for Self-Evaluation**

- |       |   |        |
|-------|---|--------|
| (i)   | Globalisation leads to world peace.                       | Yes/No |
| (ii)  | Modernisation is not related with democratic way of life. | Yes/No |
| (iii) | Modernisation stands in the path of research facilities.  | Yes/No |
| (iv)  | Modernisation is not concerned with administration.       | Yes/No |
| (v)   | Globalisation strengthens the world trade.                | Yes/No |
| (vi)  | Modernisation is related with Westernisation.             | Yes/No |

**Answer Key :** (i) Yes (ii) No (iii) No (iv) No (v) Yes (vi) Yes

**2.2.7 Suggested Questions**

- (i) Bring out the difference between Modernisation and Westernisation. Give examples to substantiate your answer.
- (ii) What do you understand by Globalisation? How is it related with development?

**2.2.8 Suggested Books**

- 1. Dr. T.S. Sodhi and : Philosophical and Sociological  
Dr. Harinder Kaur Sodhi Foundations of Education
- 2. Dr. Sawroop Sexena : Philosophy of Education

**EDUCATION FOR SOCIALLY DISADVANTAGIOUS**  
**SECTIONS OF THE SOCIETY**

**Structure of the Lesson**

- 2.3.1 Objectives of the Lesson
- 2.3.2 Introduction
- 2.3.3 Education for Scheduled Castes
- 2.3.4 Position of Scheduled Castes in India after Independence
- 2.3.5 Education for the Scheduled Tribes
- 2.3.6 Education of the Fair Sex
- 2.3.7 Education for Minorities
- 2.3.8 Modernisation of Madrasas and Maktabas
- 2.3.9 Education for the Physically Handicapped and Intellectually Different People
- 2.3.10 Summary
- 2.3.11 Questions for Self-Evaluation
- 2.3.12 Suggested Questions
- 2.3.13 Suggested Books

**2.3.1 Objectives of the Lesson :**

After doing the study of this lesson, the student will be able to appreciate the following points :

- (i) To grasp the concept of scheduled castes.
- (ii) To bring out the problem of scheduled tribes
- (iii) Clear in his/her mind about the need of the education for handicapped persons.
- (iv) To understand the importance of education for minorities.

**2.3.2 Introduction :**

The problem of socially disadvantageous groups of the society is visible in most of the democratic countries of the world and every country has adopted

different means to deal with them in their own way and manage to educate them in accordance with their philosophy of education. In USA the problem is that white red Indians and blacks. It took more than a century to work out strategies of their development of their education systems to provide them equal educational opportunities, which yet stands not to be totally solved. The blacks in order to get equal opportunities in education, which was granted in their constitution, had to approach the supreme court of that country, a number of times only then their children were admitted in the schools of whites along with their children.

In U.K., the problem again is of Britishers, outsiders and black. Similarly the problem with Newzealand is of Mories, whites and outsiders. However, the problem have different background, social structure and different political, social and legal positions. No doubt the problem exists in India too, but it has a different historical background i.e. based on Manu Simiriti, difficult geographical area, minorities and sex discrimination etc, so it will have to be dealt with them in accordance with their own social and political system. In this lesson we will deal with the problem of education of the socially disadvantageous groups of the society mainly with regard to scheduled castes, scheduled tribes, minorities and socially disadvantageous groups. These are major visible disadvantageous groups of the Indian Societies, who will have to be provided equal education facilities so as to bring them in the main stream.

**2.3.3 Education for Scheduled Castes :** In India this problem is the results of the basic philosophy of Manu Simiriti which divided the peoples as Kashtri, Brahmins, Vash and Shudras. All these sects of the people were to work on the jobs allotted to their castes. With the passing of time after the Vedic Period in the Brahman system of education shudaras were completely isolated and were declared not only uneducated but also untouchable. Their position continued to be rather pitiable even when some religious leaders like Guru Nanak, Mahatma Gandhi tried to improve upon their lot to some extent.

**2.3.4 Position of Scheduled Castes in India After Independence :** After Independence India adopted the policy of democracy, the basis of which is to provide

equal educational opportunities to all including scheduled castes which have suffered for centuries due to social and political discriminations. This could be possible only if special efforts were made to provide them with special educational facilities like reservations etc. in jobs and educational institutions as has been made in our constitution which became applicable in 1950's and to provide them free books, clothes, fee concessions etc. Efforts were made in all the Five Year Plan to improve upon their positions, by allotting more funds to them which continued to be improved significantly. In India their strength is 16% of the population. Now no fees are charged for their educational facilities provided to them. The students are to be admitted by merit in addition per their fixed quote by relaxing the minimum mark to a considerable extent, free books are provided to them. Scholarships are also reserved for them. A good many of them have been benefitted as at the time of admissions a good of many facilities are provided to them i.e. like lower percentage of marks for admissions and recruitment. As a good many such persons were not coming forward to enjoy these facilities so a policy was adopted to fill in their vacancies with the general categories of students. To improve upon the situation it was also made difficult to do so only with the sanction of highest authorities and their representation was carried forward to be filled on later on. As a result the policy of reservation, an other log sided development has also come up. Those who grabbed the higher positions were able to enjoy the benefits for their own children and most of the peoples continued to suffer a lot and could not get the benefits. In this way a section of them become of privileged group amongst the scheduled castes. On the whole their educational position has improved a lot, but still most of them continue to suffer deprived sections of the society. All the education commissions appointed in India and all the Education Policies framed in India. This is an all India problem and exists in all the provinces. However, its intensity is different in different parts of the country. However, in Punjab the situation has improved a lot which can a considerably extent to attributed to the impact of Sikhism. After independence have made recommendations for their educational improvement. In addition all the National Policies of Education to stream line the education system have also



recommended to provide them with requisite facilities in a systematic way. Now in most of the institutions of higher learning these unions have been formulated to fight for their interest.

As the things stand now some of the elite families has grabbed such facilities and are enjoying it and also passing it on to their families and the real crunch of the scheduled castes could not get requisites benefits to them. There is a dire need that those who are really deprived because of their lower castes benefits go in for socially the improvements can be observed on many fronts, the tradition of untouchability has also been rooted out, so much so that inter caste marriages also take place.

Even now the fact remains that a good deal of work needs to be done to provide education for the equalization of educational facilities to them so that they all of them become partners in the main stream of population.

**2.3.5 Education for the Scheduled Tribes :** India is a vast country and there are the people who live in difficult hilly, Sandy, Sea Coast areas and in many states in India. These areas are generally cut off with the main stream of Indian population. In many cases they have developed their own culture which they do not want to dispense with and become a part of Indian Culture. All of them do not have the same culture but own different Social, Political, Geographical system and traditions. For example in Kalka district of Himachal Pradesh, polyandry system of marriage was in existence. Only the eldest brother of the family is married to a woman, who becomes wife of all the brothers. In the same way there are some tribes in some areas of India where is some tribes where the tradition is that one man keeps good many wives. Similarly in some areas of Himachal Pradesh, there are tribes who do not allow any government servant to be posted into their areas so much so they do not allow to open any school or hospital there. They hold the opinion that they will spoil their traditional culture. In the same way such tribes are located in almost all the states in India, hilly, Sandy and areas located on the banks of sea.

The problem with the democratic government was to merge them in the main stream of India. Keeping these factors in view of about scheduled tribe people were provide some relief in our constitution laid down to take special steps to strengthen

the roots of democratic way of life in India. The framers of our constitution were alive to this fact and laid down in Article 15 and 17 of the constitution to provide the safe good for their upliftment. In this regard Article 15 states :

“Nothing in this article of clause 21 of Article 28, shall prevent the state for making any special provisions for the advancement of any socially and educationally backward classes of citizen or for the scheduled castes and scheduled tribes”.

About the equalisation of Educational Policy for them Article 46 lays down about tribes and castes. “The state should promote with special care, the educational and economic interests of the weaker sections of the people and in particular of scheduled castes and tribes and shall protect them from social injustice and all forms of exploitation. The most effective way to deal with them so as to bring them to shun these uncivilised and traditional life was to provide equal educational opportunities to them by opening more schools in the areas inhabited by these casts tribes and to provide them special facilities like free education, free books, free school uniforms, scholarships and also making reservations for them in all types of services, higher educational facilities along with vocational and professional education institutions also. To give them relaxation age and admission facilities by providing them commissions of different type. All our efforts were made to take actions on the recommendations of all the educational commissions and educational policies appointed by the government after the Independence. Special provisions of spending more money on their educational and welfare activities in all the five year plans for them so as to improve upon their schools. However, the fact remains even much improvement has been made in them by the mode of providing equal education facilities, the fact remains that for the time being it has not been able to remove their isolation and bringing them totally as the main stream of education. However, like the scheduled castes an elite class has been created in them which grab most of their facilities and man in the stream of scheduled tribes has not been solved systematically. Even when the government is taking some such steps, a lot more needs to be done in the front of providing better education facilities of all types to them in their own inhibited areas and expose them to the advanced educational

and vocationally developed areas. The government in order to proceed them special facilities of primary level has relaxed the condition of minimum number students for opening the school and also make efforts to appoint the teachers of their own castes in their schools.

**2.3.6 Education of the Fair Sex :** In olden times in India women were treated equal and most of the religious, social and cultural functions were not organised, approved and accepted in the society till equal participation of women were made in these functions. However, it is understandable that the fair sex because of physically incapability were placed in disadvantaged positions and in agrigarian society and domination of the males over the women was established. The positions became so bad that they were treated as material property and their position was reduced to the non entity. This continued to be so in the Muslim period and only a bit better in the British period also.

However, when India become independent in 1947 and adopted democratic way of life along with other special facilities provided to them, it became essential to improve upon their educational facilities. However, some improvement was made in this direction during the British period and some girl institution were opened by them. However, the real extention of girl education was made after the independence. The farmers of our constitutions had conceptualize it and laid down in our constitution in it.

Article 15 (i) provides that the state shall not discriminate against any citizen on the ground only of sex.

In the same way Article 15 (3) states “Nothing in this article shall prevent the state from making any special provision for women and children.”

However the fact remains nearly about 50% population consists of the fair sex. Working out that much has not been done in this direction. The National Policy of Education (1986) has laid down, “Education will be used as the agents of basic changes in the status of women. In order to neutridox the accumonated distoration of the past. There will be well conceived edge in favour of women.”

In order to give a push to its programmes like Sarb Shiksha Abhiyan (SSA) Education Guarantee Scheme (EGS) and Alternative and Innovation Programme (AIC) extra care has been taken for the benefits of girl education at elementary level. The Mahila Samakhya Programme Education for the Women Equality is the programme for maligned group has been 53 districts in the country. The objective of the scheme is as follows :

- (a) To enhance the self image and self confidence of the women to create an environment where women can seek knowledge and information which enables them to play positive role in the society.
- (b) To establish a decentralised and participative mode of management.
- (c) To enable Mahila Sanghs to actively assess and monitor education activities in villages.
- (d) To provide opportunities for women and adolescents girls and to bring about women participations in both formal and non-formal education programmes. Reservations are now been made for women in parliament, assemblies municipal corporations, panchayats etc. to bring them at par with the men folk.

The findings of the research are that more advanced and educated are the women of a country, more developed is that nation as the quality and quantity of human resource development in almost doubled as compared to under developed nations. The contribution of all these factors as a result of much improvement has been made in this aspects. They have grabbed all types of jobs which were at first reserved for men only i.e. police, army, engineering, agriculture and driving heavy vehicles at all ranks in addition they are driving sea ships and aeroplans also. Different states have provided special type of facilities to enhance their education free for all levels. Some have given them scholarships and some have provided them facilities to appear in the examinations as private candidates and acquire degrees (J and K).

The result is that in all types of educational institutions now fixed a lot of girls studying in them.

However, the fact remains that they are yet lagging behind men in almost all spheres of life. The social discrimination, the lower status given to them and cultural drawbacks do stand in their getting equal rights. Here again there is a section of people who are hesitate to send their girls to school. It is more so in backward states. However, all round efforts are made and laws framed to enhance their educational status. In good many universities departments of Women Studies have been established to work out their problems and find their solutions. In order to enhance their status and provide them more facilities separate police station and branches of banks maned by the women have also been opened. Separate police section has been created to deal with the violence against them.

As a result of efforts of the providing better educational facilities to the fair sex some higher positions in all the developments of the Government i.e. directors, magistrates, are being held by them so much so that they had become ministers, prime ministers and speakers of parliament and perform them well. However, the fact remains that there are only a few examples. Much needs to done to provide equal education abilities to men folk that all of them become active partners in the economic and social development of the social set up. As the things stand now even in the most mature democratics like U.S.A. a lot of discrimination against female can be traced, which is neglible. However the position in multi religious, multi lingual and multicastes the equality for them to the USA is a distant dream. In spite of all this situation it is expected that both quality and quantity of educational facilities will bring its fruit in the time to come.

**2.3.7 Education for Minorities :** India is the largest democracy of the world inhibited by almost all the religious castes, races and communities of the world even when many of them are in minorities . It thus needs to be ensured that the interests of minorities is ensured. Our frames of constitution were alive to this situation and had this laid in Article 30 & 29 of the constitution.

- 1) All minorities whether based on religion or language will have the right to establish and run their own institution.

2) Article (29.1) lays down, "Any section of citizens language, script or culture of its own shall have the right to conserve the same".

They are not to be discriminated for making grant in aid to them. An officer will be appointed that spirit of the Articles of the constitution are applied appropriately.

3) The Programme of Action of the National Policy of Education (1986) has confirmed that (i) Education of backward communities is to provide basic educational infrastructure and facilities in the area of concentration of educational backward communities which do not have adequate provision for elementary and secondary schools. In this scheme cent per cent assistance will be given to the new primary and upper primary schools, non-formal education centres, residential multistream higher secondary school for girls belonging to educationally backward communities.

### **2.3.8 Modernisation of Madras and Maktabas**

Modernisation of Madras as and Maktabas will be made to introduce science, mathematics, social studies and English in their curriculum. Accordingly cent percent grant is to be given for the appointment of teachers appointed to teach such subjects.

However, on the ground realities these Articles of the constitution and recommendations of the National Policy of Education not being implemented in some of the states. Punjabi is the mother tongue of the most of the areas of Haryana and newly merged areas of Himachal, but such facilities are not been provided in these states, rather the fact remains that efforts are full to uproot it. It is helped that things will improve in these provinces are applied sincerely. The position is the same in most of the states with regard to the education of minorities.

In the same way backward classes people, economically weaker sections of the society and other low caste people in provinces and other such sections need to be provided equal education facilities so as to make them alive and equally competent members of India. Not much has been done on these fronts, even when efforts have been made to do so on official level.

### **2.3.9 Education for the Physically Handicapped and Intellectually Deficient People**

Some of the children are born with some physical deficiency, a good many are rendered handicapped because of some deficiencies in accidents or illness etc. They cannot be blamed for any such fault of their own justice demands that they should be provided with adequate and proper educational facilities in ordinary schools or some special schools should be opened to provide them education, so that as far as possible they can be made to live comfortably with the people of mainstream. The problem is becoming more important as due to the industrialisation. The number of accidents are increasing throughout the world leading to different type of physical handicaps. It is more so with advanced countries of the world because of the maximum use of the machinery in production and transportation. For example we generally read in the newspapers in India so often hear the news of the accidents of two vehicles. However, if such an accident takes place in USA, UK or Germany and two vehicles are involved in some accident it leads to a good number of vehicles jamming in one or the other because the traffic is so much and runs at such a speed that it involves so many vehicles and a good many deaths and injure people.

The fundamental findings of the research are that at first efforts be made to provide education in the ordinary schools, which mostly can be done for minor defects and make them satisfied to merge into the main stream of the people for acute cases such as blind, deaf and dumb and limb defective a special schools be made operative for this purpose.

In advance countric free transport facilities, free education, scholarships and also teacher aids are provided. In India no doubt this type of programme are being organised, but these are only the fraction of what needs to be done at advanced level. An other step taken to merge them in the main stream of peoples is to reserve some types of jobs, relaxation in minimum marks for getting admission or jobs along with age relaxation. It is also being done in our culture, which needs to be expanded considerably. In advanced countries the facilities are excellent and praise worthy. A

study has also reported that resource full parents in India, migrate to countries like U.S.A., Canada, U.K., Australia and New Zealand to help their deficient children to grow in a healthy atmosphere and become normal citizen.

In the same there are a good number of mentally deficient children either seriously or moderately deficient. Some of these are so deficient that with special efforts of education and medicine they can be made fit to go in for some labour. Those who can be made to live with others and are only limitedly deficient are to be educated and made to get education in ordinary schools by providing remedial education to make them efficient members of the society. For such peoples the concession which are provided to the physically handicapped are also applied.

In India such facilities are available only to a limited scale which needs to be enhanced to a greater extent, so as to make maximum people to live a normal life with the main population with the help of educational efforts.

#### **2.3.10 Summary**

God has created all men as equals but genetic and social types of discriminations have generated different types of inequalities amongst the masses. It is almost a universal problem in most of the countries of the world. Every democratic country has worked out its own way, but it might has been reduced to a considerable extent, but remains alive with them too. India has tried to solve them in the articles laid down in the Constitution Education Commission, National Policies of Education 1986 and by taking consolidated steps in all the five year plan and have achieved it to a considerable extent only. No doubt, social, religious, political and ethics play an important role in this regard, but education has to play a very important role in it, which is being done. The things have improved to a considerable extent only. It is hoped in India also education will to play the major role in tackling the problem of the socially disadvantages sections of the society in a very fruitful way. No doubt, education is expanding a lot in terms of quantity at all levels and take special care to provide it to socially disadvantageous sections of the society but much needs to be done in this aspect so as to provide equal educational facilities to them.



In our country mainly the socially disadvantaged groups are scheduled castes; scheduled tribes, females, economically weaker sections of the society, lower castes, religious minorities, physically handicapped and mentally deficient groups of the people. Our constitution recognise this factor and laid down efforts to be made to provide them educational facilities so as to bring them at par with the main stream of the masses. A lot of efforts are being done to improve upon the situation. It is creating some other problems such as creation of the creamy lower amongst them. Needless to say that much needs to be done to make them stand on equally social footing of the general categories. More concentrated efforts need to be done by the government to strong the democratic ethics.

### 2.3.11 Questions for Self-Evaluation

- |       |   |          |
|-------|---|----------|
| (i)   | Slow intellectuals, need not be educated.   | (Yes/No) |
| (ii)  | Physically handicapped are unfortunate.   | (Yes/No) |
| (iii) | The women must be educated to get employment at homes.  | (Yes/No) |
| (iv)  | Minorities should be provided special concessions in the schooling process.                       | (Yes/No) |
| (v)   | There is no justification to relax norms for opening new schools in the area of scheduled tribes. | (Yes/No) |

**Answer Key :** (i) No (ii) No (iii) Yes (iv) Yes (v) No

### 2.3.12 Suggested Questions

- Bring out the need for providing the concession to be provided to the scheduled castes. Give examples to support your point of view.
- What do you understand by providing equal education opportunities to the depressed sections of society? How will you deal with it in India.

### 2.3.13 Suggested Books

- Dr. T.S. Sodhi and Dr. Harinder Kaur Sodhi : Philosophical and Sociological Foundations of Education
- Sawroop Saxsena : Philosophy of Education