UNIT 2 AGENCIES OF EDUCATION

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2.1 INTRODUCTION

In the preceding chapter you have learnt that education is both a social and an individual necessity, because the child is primarily a social individual. His/her growth and development in all facets - physical, biological, cognitive, social, moral and spiritual - essentially has a social context. Human learning and education are by their very nature interactive. The interaction may take place either with the physical or with the social world.

The education of the child starts just after his/her birth. Before birth, however, the growth of the child is only a biological maturational process. The first encounter of the child is with the mother and the family. This facilitates the child’s learning about the outside world. The other source or the agency of child’s education is the School. In the school, the child interacts with the teachers, peers and others who may have a direct or indirect effect on his thinking and behaviour. Simultaneously the child’s behaviour is also affected by the community and the mass media like the TV, radio, movies etc. All these sources through which the child directly or indirectly receives formal or informal education are called the agencies of education. Through all these agencies the child develops the ethos of the culture, and values of the society. In addition, through these agencies the child gets awareness of the world around him; develops certain attitudes towards certain things in his environment (negative, positive or indifferent) and masters certain skills, both social and individual, which help the individual in overall mastery of the environment and of himself.

In this unit you will study about various agencies of education, the role of these agencies in helping the child to know about his environment and how these factors influence the child’s growth and development.
2.2 OBJECTIVES

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

- discriminate between formal and informal agencies of education;
- name the different agencies through which child learns;
- define the various functions of home in relation to child’s development;
- discuss how home performs educational functions;
- explain the meaning of socialization and acculturation functions and relate them to home;
- discuss the role of parents in developing attitudes;
- name the various emerging functions of School,
- establish relationship between School and Community;
- name different types of media used for educational purposes; and
- discuss the role of ETV or INSAT in information dissemination and in changing attitudes of people.

2.3 HOME AS AGENCY OF EDUCATION

The mother is rightly said to be the first teacher of the child, and the home is the primary informal educational institution. Up to the age of 5 or 6 the child remains mainly with the mother, the father, and other siblings. Childhood or infancy is the most impressionable age just like a clean slate on which anything can be written. A child’s behaviour during the early years can be moulded and shaped in a desired form and direction provided that suitable socio-psychological environment is made available. If negative impressions are provided to the child at home, it is very difficult to remove these during the years of schooling of the child. And if the child is reared in an open, affectionate and free environment with due care and attention, later development of the child is healthy. Home, therefore, plays the most significant role in laying the foundations of child’s personality in terms of cognitive, social, emotional, and moral development.

2.3.1 Important Functions of Home

Home has some important functions in relation to the development of the child as a social being. These functions are: (1) socialization (2) acculturation (3) sense of belongingness (we-feeling) (4) propagating religious faith and (5) moral learning/moral education. All these functions of home are interdependent or interrelated.

Home is the first social institution which attempts to socialize the child. This means developing in the child components and capacities essential for future role performance. Every society relies upon a number of social institutions for the performance of one or both of the social functions viz: (1) to help perpetuate the society’s culture; and (2) to facilitate the process of social change.

Of these two basic functions of social institutions preservation of social inheritance is the most crucial function of the family. Human life, as we know, is grounded in an organised cultural history as well as cultural transformation. In regard to the former function, home performs the most pivotal role. The child observes his parents in particular ways in day-to-day living and because of the sense of belongingness, it easily retains and internalizes those behaviours which are appreciated by the family. In fact, it is the we-feeling which is a characteristic feature of the family that makes internalizations possible. The moral ethos and the entire values system (good or bad) is picked-up by the child and reinforced by the parents.

2.3.2 Educational Functions of Home

We all understand that educational functions relate to an overall development of child’s personality which comprises development of worthwhile knowledge, skills, attitudes, values behaviours and above all the educability of the child. Educability means development of interest in and motivation for learning what is worthwhile and simultaneously applying
efforts to achieve the same. Further, the development of the personality of the child is greatly affected by the kind of relationship he/she has with parents. There is an interrelatedness of factors that contribute to emotional illness. It is believed that many of the disturbances seen in the individual members of the family are in some sense a product of disturbances in the interpersonal relations between various members and especially between father and mother. Very often the mental illness, especially of a child, has a functional significance for family equilibrium. Similarly, the value orientation of children that are deeply rooted, are mainly unconscious and markedly affect the pattern of behaviour and thought-processes in all areas of activities depending upon how the parents treat their children. If the child is loved, accepted and given due freedom to take decisions on his own, he is most likely to develop a positive and caring attitude towards parents and others.

In today’s complex society, the family, therefore, plays a vital role in the development of child’s personality. His attitudes and values all depend upon how he is nurtured by parents and significant others. The child’s intellectual abilities, aspirations and commitments also are first acquired in the family. For a proper development of a child’s personality, therefore, it is of paramount importance that parents are accordingly educated. A good parent may be one who understand and accepts the growing child with his needs and aspirations, provides due freedom to him and avoids imposition of his own views and attitudes on the child. A good parent has a caring but never a possessive attitude towards the child. He/she wants to see the child grow autonomously, thus, enabling the blossoming of the child’s personality.

Home not only influences the socialization and acculturation of the child, but it also plays a significant role in determining the educability of the child. Sociologists have empirical evidence to show that differentiated achievements are partly determined by genetic factors like intelligence and partly by the nurturance of the child at home. The way the child is treated at home influences his motivation and interests, not only before the child starts going to school but throughout school life. It is the parents who can supplement and support the activities of teachers. So creating or establishing an improved home-school relationship becomes a necessity for improving the child’s education. Attitudes and actions of the parents are as important as those of teachers in their initiation into school culture.

Check Your Progress

Notes: a) Space is given below for your answers.
     b) Compare your answers with the those given at the end of the block.

1. Name the different functions that home is expected to perform.

2. Define the terms socialization and acculturation.

3. How do parents influence educability of their children?
4. Why is the mother's role the most significant in shaping the personality of the child?

2.4 SCHOOL AS (FORMAL) AGENCY OF EDUCATION

In most small, simple societies education may be almost entirely by informal means. Group ways are learnt by observing behaviours of adults. But as the society becomes more complex and differentiated, informal educational institutions become less effective. With the passage of time, social complexity and need for educational specialization becomes so great that school and teaching get more or less embedded into the social structure.

The school, while it is related to society as a whole, represents a little society by itself. Teachers, students and other members of this little society interactively participate in their own distinctive ways. The school has its own mores, its own social setting and its own culture. In a way, it represents a “total institution” in the sense that any student coming from any social culture has to abide by the rules and regulation of the school and adjust to the distinct social milieu of the school for the limited period during which he stays at school.

2.4.1 Important Functions of the School

The school, as an agency of the society and also as a miniature society, is supposed to perform the following main functions:

i) To generate commitment and capacities in pupils for future adult roles.

ii) To allocate human resources within the role structure of the adult society.

From the functional point of view the school can be treated as an agency of the society for socialising the younger generation. That is, it is an agency through which individuals are trained to be motivationally and technically adequate to the performance of adult roles. Through the school the commitments and capacities required for their future role performance are developed in individual personalities. Such commitments comprise two components: (i) commitments to the implementation of the broad values of the society, and (ii) commitments to the performance of specific types of roles within the structure of the society. Thus a person, even in a relatively humble occupation can be a “solid citizen”, if he/she has a commitment to do honest work in that occupation.

Similarly, the capacities also are of two types (i) competencies or skills involved in the performance of individual roles; and (ii) role responsibility. Thus, a mechanic as well as a doctor needs to have not only the basic skills of his trade, but also the ability to behave responsibly towards the people with whom he is brought into contact in his work. The second function - the resource allocation within the role structure - is based on differentiation among students for different types of roles which further depends upon (i) basic ability and (ii) achievement in specific fields of study which is appropriate to the role. Thus, if we have to select students for the medical profession, for example, we can do so by assessment of their basic ability (intelligence) and performance in subjects like physics, chemistry and proficiency in language.

In general this function of school lies in separating the academically more able from the less able and assigning them roles best suited to their educational ability. Such separation seems to best serve the individual as well as the social interests and adjustment. If, on the other hand, the individuals are assigned roles which do not fit their educational capacities or interest etc. neither they shall ever feel adjusted nor can they be productive members of the society. However, some people have seriously questioned the ethical legitimacy of such sorting. They think that competitive sorting of people undermines the democratic ideal of equal opportunity. It is because such sorting is done mainly on the basis of I.Q. scores which may be inherently biased against socially disadvantaged groups.
2.4.2 Educational Functions of the School

In addition to general functions like the socialization and acculturation, the school is supposed to perform certain specific educational functions. These educational functions can be grouped into two categories:

A: Manifest Functions: The manifest functions are: (i) Transmitting traditional culture; (ii) Teaching Basic Skills and Vocational Education; and (iii) Character Education.

B: Emerging Functions: (i) Personal and social problem solving; (ii) Social competence; (iii) Diffusion of new knowledge; (iv) Providing equality of opportunity; (v) Sex and family life education; (vi) Increased functional literacy; (vii) Development of cosmopolitan outlook; and (viii) Learning to live together.

i) Transmitting Traditional Culture

Acculturation of the young to society’s collective achievement has always been the central role of the school, usually done through formal teaching of history, literature, art and craft etc. The celebration of national, historical and other significant events is also a good means for acculturation of the young child. We should, however, keep in mind that acculturation function of the school is different from the socialization function. Socialization refers to actual behaviour patterns that a society considers as skills whereas acculturation means getting knowledge of the past that is handed down as culture which affects the mind set.

In schools the child is socialized by such practices, as waiting patiently and courteously for a turn to speak with others. On the other hand, the child is acculturated to knowledge about transition from a bullock cart to automobiles through formal study of history.

ii) Teaching Basic Skills and Vocational Education

Some attention at secondary level of schooling has been given to occupational education. In fact, at present greater vocational education is being urged at the secondary level. Recommendations to this effect were made by the Secondary Education Commission (1956), then by the Education Commission (1966) and later by Adisesiah Committee as well. As a prelude to vocational education, work experience is introduced up to the secondary stage of school with a view to instilling in students a respect for manual and practical work and also to orient them to the world of work.

iii) Character Education

For many people, character education constitutes the more important function of school, even more important than basic literacy. Teachers, like Clergy, have always been viewed as ideal role models for children. They are consequently often held to restrictive standards of behaviour including dress and speech, standards not expected of other members of the community. However, since the definition of what constitutes good character is undergoing widespread debate, the traditional obligation of schools to conform to one set of moral and ethical norms is being questioned. Yet, character education is one of the most important functions of the school. It implies that children understand what they ought to do in a situation or context and they actually behave the way they ought to behave even if it involves personal inconvenience or element of sacrificing. Of the three facets of moral education - knowing, judging and acting, character education emphasizes more on acting. The teacher can ensure proper character education only when he/she acts as a role model. The adage that example is better than precept, is most befitting in this context. For example, if a teacher teaches children to be honest, but his behaviour reflects some kind of partiality with students, the whole purpose of character education gets defeated.

B: The Emerging Functions of School

The functions of school as stated above are an established fact whether or not they are satisfactorily achieved. The emerging functions are, however, often controversial and hence they may be better named as educational issues. Some functions/issues are mentioned below:

i) Personal and Social Problem Solving

According to Dewey and his associates, the central function of education (and hence of the school) is to enable children to solve personal and social problems. According to these
thinkers real education must help the society to solve difficult problems relating to personal life, such as family problems, mental health, workplace stress or problems of a larger society of which they are members (such as control of crime and delinquency, reduction in poverty, effective governance etc.).

ii) Social Competence

Today, the Indian society is undergoing rapid changes in the political, social and economic fields. Society is fast heading towards industrialisation, urbanization, use of computers and electronic gadgets in daily life. All such changes in the society entail concomitant behavioural competencies for an adequate and effective social interaction in the emerging Indian society. For example, there is both lateral and upward social mobility which brings with it unique social or personal problems. Such problems require social competencies to solve them. These competencies can be better developed in small group projects through community studies, role plays, creative dramatics etc.

iii) Diffusion of New Knowledge

At the start of the new millennium there is a huge explosion of knowledge due to the new findings of the scientists, technologists, and other investigators. This knowledge must be acquired by the youth to cope successfully with a society different from their ancestors' society. Schools, therefore, have little choice but to transmit some of these new ideas developed by the scientists or technologists. This would help children understand the changes and adapt themselves to the growing demands.

iv) Providing Equality of Opportunity for a Social Position

Since attainment of social equality, equity is one of the fundamental rights guaranteed in our Constitution, efforts are being made to ensure that every child, rich or poor, male or female, physically normal or handicapped, socially deprived or privileged receives an equal choice to succeed as an adult. Therefore, compensatory education programmes such as special education, remedial education, provision of freeships or scholarships or other kinds of aids to socially and economically deprived students is being provided as a part of obligation to the constitutional provisions.

v) Sex and Family Life Education

In the traditional Indian society, the transmission of sex and family life education was not at all systematic but only incidental, episodic or through peer interaction. Parents were hesitant, rather inhibited, to provide sex education - education about raising children, about sexually transmitted diseases etc. But due to the incidence of ghastly diseases like AIDS this area cannot be left unattended but rather needs immediate attention. It is for this reasons that due attention is being paid to include sex education as a part of curriculum at school level so that the students get systematic sex education and become aware of the dangers of unsafe sex.

vi) Increased Functional Literacy

Literacy to a layman means knowledge of 3Rs (Reading, Writing and Arithmetic). For the emerging Indian society or any democratic and dynamic society for that matter, it is essential that its citizens should be literate if democracy is to survive. The literacy of 3Rs is however, inadequate and a more comprehensive concept - called functional literacy - has been accepted in this regard. The term functional literacy represents meaningful and relevant ways of social survival involving worthwhile knowledge, skills, attitudes and values, which provide empowerment to the common man especially the womenfolk for effective social participation and personal growth.

vii) Development of Cosmopolitan Outlook and Scientific Temper

India, as we all know, is a multi-cultural, multi-ethnic, multi-religious and multi-lingual society. The preamble of the Indian Constitution avows to develop India into a secular, democratic, socialist society. This essentially entails development of tolerance and respect for those who differ on above mentioned factors. The schools today badly need to educate children to enable them to live and to cope with a secular, global community by developing harmonious relations with divergent groups. The qualities of understanding others, empathy,
mutual tolerance, and respect, ‘we-feeling’ and community outlook need to be developed in children in schools. Such an emerging function is required of school, failing which clashes and communal disturbances or disharmony, expedient exploitation by politicians for their personal gains etc. are bound to occur. This, in fact, is the most important functions of the school which alone can bring a social cohesion leading the society to peaceful coexistence.

viii) Learning to Live Together

Learning to live with others is one of the four pillars of education as recommended by the Delors Commission (1996). The Commission observes: “The task of education is to teach at one and the same time, the diversity of human race and an awareness of the similarities between and the interdependence of all humans. From early childhood, schools must, therefore, take every opportunity to teach these two things”. Education at school must first help them discover who they are. Only then will they genuinely be able to put themselves in other peoples’ shoes and understand their reactions. (P. 92-93). We should teach children to adopt the point of view of other ethnic or religious groups. By doing so we can overcome the lack of understanding that leads to hatred. Teachers, therefore, have to behave as role models which the young receptive mind emulates and imbibes.

2.4.3 Relationship between Home and School

Since both home and school are the agencies of education and both are interested in the development of the child as an individual and as a social being, they have a common goal. These two agencies influence the child, each in their own way. Some sociologists of education have analysed the differential impact that fathers and mothers have within the education system. The importance of school and its link with family lies in its contribution to social and cultural reproduction rather than to possibilities of social change.

Women, especially mothers, play a significant role in cultural reproduction as well as in moral learning. The mothers, historically being domestic administrators, have served as role models for their daughters. Now-a-days mother is an agent of cultural reproduction. Remaining all the time with infants and bestowing on them love and care, the mother influences their behaviour in an implicit manner. It is a kind of “invisible pedagogy” through which the children learn the culture of home. It is this invisible pedagogy which underlies the form of cultural transmission. The base of such pedagogy is mother’s attachment with children.

Further, it must be noted that parents in certain aspects are far more influential than schools over the childrens’ educational progress. Whether parents facilitate their progress in school or hinder it, depends upon what kind of relationship is developed between parents and the children. If the relationship is grounded in care, affection and understanding of child’s needs, the psychological bonds are bound to be stronger and deeper. Such a relationship is highly facilitating for the child’s later progress. On the contrary, if the relationship is based on fear and authority of parents where children only receive directions and not guidance, there are remote possibilities of adopting a right course in their educational efforts. Parents interests, in fact, are found to affect childrens’ success in school.
6. Name the manifest functions of the school.


7. What are some of the emerging educational functions of the school?


8. Why is sex and family welfare education important?


2.5 COMMUNITY AS AGENCY

Community is a population aggregate living in a contiguous geographical location characterised by consciousness of local unity - the community sentiment. It is a part of larger society with common cultural and social linkages.

The variation in local communities may exist because of (i) population (e.g. village community, town community or a city community); (ii) language; (iii) religion; (iv) social composition; and (v) overall economic conditions of the population aggregate.

2.5.1 Important Functions of the Community

Since the community is a relatively larger social unit as compared to the family, the functions of the community are the continuation and furtherance of the functions of family. We have already seen that socialization, acculturation, development of “we-feeling”, development of religious faith and development of a moral code of conduct are the main functions of the family. These very functions are continued and furthered by the community. However, in addition, the community also makes arrangements for the formal education of the child. Like the home it is a social institution which takes responsibility of establishing educational institutions with a view to realize the above-mentioned functions in a more formal and systematic way. Obviously, it functions in a more generalized way than the family but in less generalized way than the society. In influencing the child, to help him develop the commitments and capacities essential for its future role performance and in developing and perpetuating the broad values of the society, the community makes some deliberate attempts. There are many informal ways in which the socialization and acculturation functions are realized in the communities. There are a number of celebrations and community functions like marriage, festivals, religious functions etc. through which the child imbibes the social culture.

Then the child is moulded in skills, concepts, habits, motives, and values by the forces in the community that bear effectively upon his development. In some communities the skill in agriculture for example, is given such an emphasis that these become much more important than that of reading and writing. The community also informally educates boys and girls to take certain attitude towards people for instance who are different in skin or colour. The
community may also dictate that some things are not to be discussed in public or in an open
fashion.

2.5.2 Educational Functions of the Community

In addition to the informal ways in which the community influences the young as well as
the youth in order to realise the broader goals of socialization and acculturation, it also
opens and manages educational institutions. It interacts with the school and participates in
assessing the needs of children and the school. According to the Delors Commission (1996),
"The main parties contributing to the success of educational reforms are first of all the local
community including the parents, the school heads and teachers… the countries where the
process (of educational reform) has been successful are those where parents, teachers and
local communities show determined and sustained commitments backed up by continued
dialogue and technical and financial assistance. It is obvious that local community plays a
paramount role in any successful reform strategy." (parentheses added). P. 29.

The local community, in assessing the needs through a dialogue with public authorities and
groups concerned in society, is a first essential stage in enhancing access to education and
improving its quality. Continued dialogue by way of media, meetings, discussions, parent
education and teacher education usually helps to create awareness, sharpen judgement and
develop local capacities.

2.5.3 Relationship between School and Community

Education has a social context in which it must be understood. To begin with, this context
is observable in the local community which plays a vital role in understanding and giving
direction to the educational process. In India the local communities are varied depending
upon nature of habitations that comprise it. The educational needs of different types of
communities vary according to their nature. And hence different types of educational
institutions come up to suit the specific needs of those communities. While the nature of
local community determines and influences, the nature of educational facilities to be provided,
the educational institution also influence the local community. In this way the relationship
between local communities and educational facilities is mutual and reciprocal.

The community expects the school and the teacher to realize societal aspirations and
expectations through children. In this way the community influences the school and the
teacher or the educational system. But as the educational system is influenced by the
community, the community is also influenced by the school and the teacher. An educational
system is designed keeping in view not only the specific needs of a community but also
the needs of a larger society or the nation as a whole. An educational system, through its
curriculum, must contain and propagate new ideas, values and behaviour. In order that
inculcation of such values becomes a reality, co-operative and active participation of parents
and other members of the community in the school programmes of child development will
greatly facilitate the educational process. The school or the teachers must play a leadership
role in all such interactions with the community members to propagate these ideas, values
attitudes etc. to the community. According to the Acharya Ram Murti Committee Report
(1992) which revised the NPE 1986, if we are to move to an enlightened and humane
society, mutual cooperation of the school and community is a sine-qua-non. Through such
cooperation and active interaction all the teachers, the students and the community will be
benefited. When communities assume greater responsibilities for their own development,
they learn to appreciate the role of education in achieving the societal role and in improving
the quality of life.

2.5.4 Socio-economic Status of the Communities and their Impact on
Educational System/School

In India, the village communities are divided predominantly on the basis of caste or tribe.
But in cities, the social division is on the basis of socio-economic status of the individuals
that comprise the community. People belonging to a higher socio-economic class in India
as also in other countries normally are more educationally conscious and have better
management abilities. They seek to establish good quality educational institutions for
themselves. Being economically in a better position they can afford to provide better
educational facilities in their institutions. On the other hand, the village and tribal communities
and slum dwellers in cities being economically weaker are unable to establish educational institutions to suit their needs. Such communities, therefore are taken care of by the Government which opens different types of schools for them. In Article 45 of the Indian Constitution, provision is made for free and compulsory education so that even the poorest is not deprived of his right to education. In India, some denominational trusts and some business families open schools but charge exorbitant fees. As a result the low socio-economic communities fail to derive any benefit from such privately managed quality institutions.

2.5.5 Students Participation in Community Activities

It must be understood that development of better inter-personal relations, brotherhood, consideration for others etc. depends directly on the nature and extent of participation of students in community activities. That is why in big towns and cities social relations are much less than those found in villages and small towns. So for development of social skills and values, interaction between people or between students themselves must be ensured. Such participation and interactions will help the community members to broaden their horizon, mutual understanding and acceptance of other’s cultural religious differences. To a greater extent the school community interactions can make it possible. The only condition is that teacher must understand the community, its needs, aspirations and difficulties. This process can be facilitated if the teachers are enlightened members of the same community. The Delors Commission observes: “when teachers are themselves a part of the community where they teach, their involvement is more clearly defined. They are more sensitive and responsive to the needs of the communities and better able to work towards community goals. Strengthening the link between school and the community is therefore one of the most important ways of ensuring that the school is able to be in symbiosis with its milieu” (ibid P-150).

Check Your Progress

Notes: a) Space is given below for your answers.

b) Compare your answers with the those given at the end of the block.

9. What are the main functions of a community concerning education of children?

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10. How does community influence the school?

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11. How do teachers help in the upliftment of community?

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2.6 MEDIA AS AGENCY OF EDUCATION

The 20th Century advancement in information technology led to tremendous revolution in communication in the shape of multimedia systems which are vital for our understanding of the modern world. With the help of multimedia new forms of socialization and new types of individual and collective identities are being created. The expansion of information technology and networks is tending to encourage communication with different people within or outside the country. The media which makes interactive communication with different people possible has wider implications as an agency of education.

2.6.1 Important Functions of Media

Of the different agencies of education, media in today's context perhaps plays the most vital role in socialization, acculturation or information dissemination. The media have found their rightful place in formal, information and non-formal education of children and adults. For development of worthwhile knowledge, skills, and attitudes in people of all ages, the media seems to possess great potential. In the last quarter of the Twentieth Century there was a rapid advancement in information technology with the help of which tremendous amount of knowledge can be gathered, processed and disseminated in most desired and effective manner. Mass communication systems opened up new directions to the horizon of human world; they brought a revolution in man’s behaviour to gaining of knowledge. Cameras mounted on space shuttles give us close-up televised photographs of the moon and other inter-galactic bodies. Television programmes are being transmitted from one side of the world to another. In India SITE (Satellite Information Television Experiment) has been very successful by which information of weather and other types of information from all over the globe is readily available. Similarly educational broadcasting computer network, e-mail, technology, computer disc etc. have almost revolutionized man's approach to gaining and processing of knowledge. ETV (Educational Television) has become a persuasive and effective means of both formal and non-formal education.

The rapid progress of information technology may offer new prospects for development by opening up a large number of isolated regions and enabling people to communicate with the whole world in the vital field of specific research. It will help easy access to an international database and permit the establishment of virtual laboratories that would enable researchers from developing countries to work in their own countries and thus reduce the brain drain.

Impact on Society

According to the Delors Commission (P-169) the inventions that have left their mark on the Twentieth century – records, radio, TV audio and video recording, computers, cable and satellite broadcasting – have not only added a technological dimension but also achieve essentially economic and social significance as well. Most of these technologies have become sufficiently miniaturized and cost-effective. They have reached a majority of homes in the industrialized countries and also a number of people in developing countries. The use of satellite transmission in India is reaching even remote, hilly or tribal areas and providing useful information and knowledge to the villagers which otherwise was almost impossible for them to get. Fortunately, the Government has provided radio or TV sets to village panchayats and to different schools. The Government is making efforts that such information and technology reaches wider audiences outside the formal education system. Such an exposure of the remote village to the outside world will slowly but certainly bring changes in thinking and attitudes which will steadily lead to social transformation and cultural enrichment.
To realise these functions the Government of India launched INSAT 1-B (Indian National Satellite 1-B) which is being harnessed to bring about socio-economic development in the country. The main thrust areas of TV service of INSAT 1-B are:

- To increase agricultural productivity.
- To stimulate participation and involvement, particularly of weaker sections in the developmental and extension activities.
- To stimulate the rural masses to supplement their income through allied jobs/activities.
- To promote better health and hygiene.
- To inculcate scientific temper.
- To promote social justice.
- To stimulate interest in news, current topics, games and sports, and other important events.

**Media and Awareness Generation for Community Improvement**

One of the major uses of information technology or development of communication is to generate information to people living in remote rural areas through which they can improve the quality of their personal and social life. Through such distance education learning programmes and the development of communication, the rural people can develop increased level of awareness, understanding and appreciation of physical, biological, social, educational, and cultural factors and their role in influencing their own lives.

**2.6.2 Educational Functions of Media**

For a learning society like India which has a huge population of one billion, the media systems based on modern technology constitute a very potent tool for education and development. It has varied and numerous applications bearing on almost all aspects of individual and social life. In one sense, all these uses of information technology basically have their impact in educating people, giving them knowledge, skills, improving understanding and changing their attitudes. The media in today’s world performs specific educational functions in both formal and non-formal systems. In education media can be and is being used both at individual and mass levels of learning. Use of information and communication technologies especially in non-formal education (Distance Learning Mode) is becoming one of the most important delivery systems of learning society. Its use for distance education appears to be an avenue of promise for every country in the world. In India, IGNOU and CIET (Central Institute of Educational Technology) are launching distance education programmes throughout the country. In general, distance education employs a variety of delivery systems such as correspondence courses, radio, television, audio-visual materials, telephone lessons and teleconferencing. The new technologies will have an important role to play in adult education in tune with learning throughout life.

In the formal school situations though nothing can entirely replace the face-to-face learning, yet we can use the media to our best advantage. The Delors Commission (P-173) also observes that the new technology has created a host of new tools for use in the classroom as under:

- Computers and Internet,
- Cable and Satellite TV Education,
- Multimedia equipments,
- Inter-active information exchange system including e-mail and on-line access to libraries and public data base.

Using these and other tools both students and teachers are equipped to beome researchers. Teachers can coach their students to evaluate and to use effectively the information they have gathered for themselves. In this way, a new partnership can develop in the classroom. However, it should be remembered that these tools should be used in conjunction with conventional modes of education and not to be considered as self-sufficient substitute for them. If used with the conventional mode it can enrich the formal system by filling instructional gaps, updating knowledge, and giving new learning experiences.
With the advent of television and educational technology, education does not stop at the borders of the campus and television offers another way to reach out into homes and serve people where they live. The role of media and educational technology has been clearly defined in NPE-86 as under:

"Modern communication techniques have the potential to bypass several stages and sequences in the process of development encountered in earlier decades. Both the constraints of time and distance become manageable. In order to avoid structural dualism, modern educational technology must reach out to most distant areas and most deprived sections of beneficiaries."

The use of computers and multimedia systems make it possible to design individual learning paths along which each pupil can move at his/her own pace. The compact disc technology (CD) has a special role to play, for it can handle large amount of information complete with sound pictures and text. Interactive media allows pupils to ask questions and look up information themselves. It is observed that pupils who are under-achievers or experience difficulties in conventional mode of education reveal their talents better and show more motivation and curiosity in informal mode.

In the end it is important to stress that development of these technologies is not to replace the textbook and the teacher. In child’s education they have their own role to play. Textbooks, although they no longer are the only instrument of teaching and learning, nevertheless, retain the central place therein. They remain the cheapest of media and easiest to handle, illustrating the teacher’s lessons, allowing the pupils to revise lessons and to gain independence. Similarly, the development of these technologies does not diminish the role of teachers, it however offers them an opportunity that they must catch hold of. It is true that in today’s world teachers cannot be regarded as the only repository of knowledge that they have to pass on to the younger generation. They become partners in collective fund of knowledge. With the development of these technologies, there has definitely been a shift in emphasis in the teacher’s role. Their role now is not only that they have to teach pupils to learn but also of teaching how to seek, look up and appraise facts and information. The competency of the teacher is a new form of literacy for him.

2.6.3 Relationship between Home, Schools, Community and Media

The different agencies of education discussed in this unit, however, do not influence the child in a separate and distinct manner, but rather supplement each other to go on and reinforce his knowledge, skills, understanding or attitudes in a holistic integrated form. In the context of education of the child they are juxtaposed with each other. The child receives experiences from all these sources called the agencies and assimilates these as they are received through one agency and reinforced or refined by another. In this way the total environment comprising the home, school, the peer group, the community and the media influences the child in the process of learning and education. There is a constant interaction of the child with the socio-cultural and physical environment. In this process of education and development of child’s unique personality - his psychological (needs) forces, attitudes, knowledge, his aspirations and goals interact with the external forces and consequently the child constructs his own world. In this way in child’s education - his past, present and future - all fuse together, that is why every individual is unique in himself despite the fact that he shares a common external environment with other children or his peer group.

Thus, there is an interaction of the child with each of the agencies separately and the agencies (factors) also influence each other. For example, a teacher is not only expected to propagate knowledge (his passive role); his active role lies in becoming an agent of social change and social mobility. He is an interpreter and mediator of new ideas, attitudes and values - an agent which can help the community or the family awaken from the deep slumber of traditions and lead them to be active participant in social upliftment and national development. But at the same time, the teacher learns a lot by his active interaction with the child, the home and the community.

All the above agencies of education share a common purpose - the development of child into an independent, autonomous but a responsible individual capable of taking his own decisions, solving his problems and caring and responsive to the needs of his fellow men. So children need to be educated for personal identity in a confused and changing
social order. They need an arena of expression of personal choice in their daily life if they are to grow into self-actualizing people and not merely self-adjusting cogs in the expanding social machinery. So all these agencies have significant relationship with the child and also with each other if they help him actualize himself - his hidden powers and his sociability.

Check Your Progress

Notes: a) Space is given below for your answers.
       b) Compare your answers with the those given at the end of the block

13. Give the full form of the abbreviations:

   a) SITE
   b) INSAT
   c) ETV
   d) CLET

14. Name the general functions of media

15. Can we dispense with the books and the teacher by making use of different media in schools? If not, what is their role?

2.7 LET US SUM UP

Agencies of education constitute an institution through and by which education is imparted to children and others. The agencies may be both formal and informal. A formal agency is one which makes deliberate attempts to educate people through a systematised and well defined objective curriculum and methodologies through which the curriculum is transacted. The school is one such formal agency of education; and home, community and the media are informal agencies which provide knowledge, skill and attitudes to individuals or groups of individuals through what may be called a “hidden” curriculum and pedagogy. The education of the child starts from home. The basic functions of home in relation to education of the child are its socialization and acculturation which are implicitly brought about by parents in the ways in which the child is nurtured and treated by parents. The school,
however, being a formal agency seeks to bring about desirable modification of the child's personality in a more systematic way. In addition to socialization and acculturation functions, the school tends to prepare pupils for adult roles in the society and selects and sorts them for these roles on the basis of their abilities, interest and motivation. School also develops in children basic skills required for the world of work in which the child is to enter in later life. In addition to the manifest functions of the school, there are also some emerging functions like developing social competence, diffusion of new knowledge, providing equality of opportunity, sex and family education, personal and social problem solving, development of broader outlook, and capacity to live with others.

The community as an informal agency of education also plays a vital role in achieving the goals of child development and child education. Mutual cooperation and participation of the community and the school greatly accelerates the process of education. In fact, school is an institution of the community for realizing its objectives through children. The school and the community stand in symbiosis with each other – that is they are mutually dependent.

The media today stand perhaps as the most influential means to realize the objectives of education. With rapid advancement in communication technology the world has become very small. Every kind of information from one part of the globe can be almost instantaneously communicated to any other part. The use of information technology in education is being made both in formal and non-formal system. In distance education, it is perhaps the most effective delivery system. The new technology has created a host of new tools to be used in the classroom, in the laboratory or library or even at home. Some of these tools are: computers of all sizes and sophistication, Satellite TV, Education TV, multimedia, interacting information exchange system including e-mail, on-line access library and public data base. The uses of information technology are varied and tremendous. In addition to its educational use, it is being harnessed for development communication purposes like in agriculture extension, in awareness of sanitation and community health, in environment protection, in removal of social and cultural orthodoxies, inculcation of values, rights and responsibility etc.

On the whole we can say that in the total process of education, the child is at the nucleus with its innate capabilities interacting simultaneously with various agencies and enriching its experiences. For the development of the child these agencies perhaps act in a similar fashion as the soil, water, temperature, humidity etc. act for the development of a seed into sappling and then in a flowering tree.

### 2.8 UNIT-END ACTIVITIES

1. Visit a nearby home and discuss with parents how they are contributing to the education of their children. Evaluate the behaviour of parents in the light of their understanding of their children.

2. Visit a school in your vicinity and discuss with teachers and students the various activities being organised which facilitate children's growth and development.

3. List the different kinds of media available in the community/school and evaluate whether these are properly and adequately being utilized for children's education.

### 2.9 POINTS FOR DISCUSSION

1. Discuss the ways in which teacher-parent interactions and cooperation can be enhanced.

2. Uses and abuses of ETV as one of the media of education.


4. Emerging functions of school and their relevance for the modern democracy.

5. Difference between socialization and acculturation.

6. Difference between formal and informal agencies of education.
2.10 SUGGESTED READINGS


Dagar, B.S., (1995): Distance Education and Rural Development (in Bakshish Singh), (ed.), *New Horizons in Distance Education*, Uppal Publishing House, New Delhi.


