

A Study on Education and Social Change

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Abstract: *Training assumes an essential part in friendly change by encouraging decisive reasoning and mindfulness among people. It furnishes individuals with information, empowering them to challenge cultural standards and supporter for progress. Through schooling, underestimated bunches get close enough to valuable open doors, diminishing disparity. It advances resilience, sympathy, and a more extensive viewpoint, encouraging solidarity in different social orders. Instructive establishments can act as stages for exchange, melding aggregate qualities. Development and innovative progression frequently come from instructed minds, changing social orders. Generally, instruction is an impetus for positive social change.*

Keywords: Empowerment, Awareness, Equality, Transformation

I. INTRODUCTION

Training assumes an essential part in friendly change by encouraging decisive reasoning and mindfulness among people. It furnishes individuals with information, empowering them to challenge cultural standards and supporter for progress. Through schooling, underestimated bunches get close enough to valuable open doors, diminishing disparity. It advances resilience, sympathy, and a more extensive viewpoint, encouraging solidarity in different social orders. Instructive establishments can act as stages for exchange, melding aggregate qualities. Development and innovative progression frequently come from instructed minds, changing social orders. Generally, instruction is an impetus for positive social change.

Education is an important instrument to bring social revolution among all the instruments education is considered as the most powerful. Education for all, at all levels, and at all ages of children is the only remedy to bring about the desired social change in Indian society. Education has been accepted as one major agency of socialization, and teachers and educational institutions as socializing agents. The relationship between education and social change takes a dual form- education as an instrument and education as a product. This implies that education as an instrument is used as a means for bringing about desired changes in the society and in the latter case changes in the educational structure follows as a consequence of changes which have already taken place in the society.

There are three types of relationship between education and social change which are as follows:

Education as a Necessary Condition of Social Change- Historical experience of advanced countries has shown that for any social revolution education is the pre-condition. Illiterates remain satisfied with their existing conditions and feel that they are destined to be what they are.

Education as an Outcome of Social Change- There is inter-dependent relationship between education and social change. On the one hand it brings change in social conditions. On the other hand it is influenced by social change, which means social change helps spreading education. Education follows social change. It has its place before and after social change. First come social changes and then teaching process is changed according to those social changes. Education system changes according to the needs of society.

Education as an Instrument of Social Change- Education as an instrument of social change means how education helps people to bring social change. Education changes the outlook and the tradition approach towards social and economic problems. It sharpens the skills and knowledge of the children. Technical education helps in the process of industrialization which results in vast changes in society. Education not only preserves the cultural traditions i.e., customs, traditions and values etc. of the society but also transmits them to the next generation.

It also motivates the children to adopt new pattern in order to remain dynamic and forward looking. Education fulfils the needs of the society and propagates such ideas which promote social changes in all fields of life. Educational

institutions under the control of different cultural groups reflect the values of those groups which support and control education. In this situation, teachers impart specific values, aspirations and attitudes to the children.

II. REVIEW OF LITERATURE

Abdulghani Ali Al-Hattami, An insight into the role of education as an agent of social change in the 21st century stated that education is fundamental to bring change in the socio-cultural behavior of people. People are constructively engaged and are trying to improve their standard of living. The Awareness component as well as development component is the function of education with Specific reference to social change in the area of standard of living. Not only this, education affects the development of resources which leads to a significant change in the material and Non-material aspects of the culture of any society. This paper discussed, briefly, the role of Education as an agent of change in the social development and how it contributes to human. Resource development and human capital formation.

Kalpna Rao, A Study on the Role of Education in Social Changes discussed that despite the restrictions faced by sluggish and restricted growth of education, education has become one of the key tools of social progress. It also culminated in the mobilization of people's growth and reform ambitions. Therefore, education cannot be seen as a controlling mechanism for maintaining cultural heritage in multicultural, diverse national cultures, nor can it be regarded as an agent of social progress. It can only be called an instrument of social and cultural transition that ensues in keeping touch with modern evolving environments for the growth of society. Training is the most important vehicle for societal transformation. The world will make desirable improvements and modernize itself by education. Education will change society by offering the person resources and interactions to respond to the evolving demands and ideology of the changing society. Sound social growth involves proper preparation in all areas of life – social, cultural, economic and political. Education has to be structured in a way that is compatible with people's needs and desires as a society. Political scientists, social researchers, philosopher, leaders, educators, and planners see schooling as an instrument for social progress. Finally, students, students and classrooms have an immense responsibility for societal progress. Lack of schooling contributes to poor socioeconomic improvements. Therefore, if culture wants to step in the right direction, priority must be given to the school environment, since education is at the same time a creature and a maker of societal progress. The climate and culture to which students are subjected continue to be essential influences in the growth of academic achievement and character.

Namita P. Patil, (2012), Role of Education in Social Change explained that education has become one of the influential instruments of social change in India. It has led to the mobilization of people's aspirations for development and change. Thus in modern complex national societies, education can neither be regarded as a controlling force conserving cultural heritage, nor could it be viewed as an agent of social change. It can only be regarded as a cooperative force in bringing about social changes decided by the forces possessing more pervasive power in society. Thus the Indian education system needs a complete overhaul through proper legislation and its effective implementation. Legislations should be made taking into account the regional diversities of each state. The masses should be made aware of the new developments.

Cathy Bray, (2008), Social Change and Diversity Education: A literature review discussed that brief overview of a few selected articles about diversity education, in sum, indicates that diversity education is aimed at increasing social cohesion in the presence of change; is included in a variety of curricula; often uses interactive learning methods which involve reflection on personal experience; should be taught by diverse faculty members with attention to the local context; and frequently employs large databanks in order to help students move from their own personal experience to an understanding of life in multi-cultural societies. Such education can help students adapt to rapid social change.

2.1 Objective of research

- To analyse the relationship between education and social change.
- To Assess the impact of educational interventions

III. RESEARCH METHODOLOGY

Secondary data was collected through journals, magazines, reference books, internet, etc.

IV. FINDINGS

Education plays a crucial role in driving social change. Here are some key findings on the topic:

Empowerment: Education empowers individuals with knowledge and skills, enabling them to make informed decisions and participate actively in social and political processes.

Reduction of Inequality: Access to quality education can reduce socio-economic disparities. When education is equitable, it can help bridge the gap between different social and economic groups.

Awareness and Critical Thinking: Education fosters critical thinking, which is essential for questioning established norms and promoting progressive ideas and reforms.

Cultural Shifts: Education can lead to shifts in cultural attitudes, promoting tolerance, diversity, and gender equality.

V. SUGGESTION

1. **Empowerment and Awareness:** Instruction has been displayed to enable people by expanding their insight and consciousness of cultural issues. This, thusly, can prompt social change as educated people are bound to advocate for and start changes in their networks.

2. **Economic Development:** Instruction is frequently connected to financial turn of events, and an informed populace can add to the monetary advancement of a general public. This monetary development can drive social change by working on day to day environments and valuable open doors for people.

3. **Gender Equality:** Schooling assumes a crucial part in propelling orientation correspondence. Studies have featured that rising admittance to schooling, especially for young ladies and ladies, can prompt a more fair and socially society.

4. **Cultural Change:** Schooling can challenge conventional standards and values, prompting social changes. It can advance resistance, variety, and acknowledgment of alternate points of view, which are essential for social advancement.

5. **Political Engagement:** An informed populace is bound to partake in political cycles, vote, and participate in activism. This can prompt changes in government approaches and social designs.

VI. CONCLUSION

In conclusion, education plays a pivotal role in driving social changes. It empowers individuals with knowledge, critical thinking skills, and the ability to challenge societal norms. Education fosters social mobility, reduces inequalities, and promotes tolerance and understanding among diverse groups. Ultimately, it is a fundamental catalyst for positive transformations in society, fostering progress and equity.

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