



Role of education and culture in social development

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Abstract

Social development is the development of social and emotional skills across the lifespan with particular attention to childhood, adolescence, and the interaction with school and education. Healthy social development allows people to form positive relationships with family, friends, teachers, and other people in their lives. Social development involves learning the values, knowledge, and skills of social interaction. In this process, learners will learn communication and interaction with teachers, other learners, and friends in a school environment. Social and emotional skills are passed on to children directly by those who care for and teach them, as well as indirectly through social relationships within the family or with friends. Also, through children's participation in the culture around them and after-school clubs or after-school sports. Social, as well as individual development, takes place in certain cultural contexts. It is affected by culture and it affects culture. There is constant mutual interaction between culture and social development, whether it is prearranged and carefully designed or spontaneous and unintentional. The evidence of cultural impact on social development can be found in many different areas of social life. Starting from early childhood education, when art and culture play a crucial role in developing young children's creativity, basically through all levels of formal and informal education, ending with intergenerational and lifelong learning programs. In fact, culture and creativity are necessary elements for personal development as well as social development.

Keywords: social development, culture, values, emotional skills, and knowledge

Introduction

Education is one of the most important means to improve personal social skills. Education, directly and indirectly, gives learners and young people the opportunity to develop their social skills at school. Learners interact with other learners and people, building their relationships with friends, teachers, and other students of different ages and cultures, and improving their skills in different environmental settings. Therefore, social development and well-being correlate with education and the learner's ability to interact successfully with others in a school environment. It includes possessing good communication skills, developing deeper friendships, and creating a network of support from family and friends, and all of these are developed and enriched by the education system. Education is the most powerful instrument of social change. It is through education that society can bring desirable changes and modernize itself. Education can transform society by providing opportunities and experiences through which the individual can cultivate himself for adjustment to the emerging needs and philosophy of the changing society. Sound social progress needs careful planning in every aspect of life – social, cultural, economic, and political. Education must be planned in a manner, which is in keeping with the needs and aspirations of the people as a whole. Education plays an important role in human development and encompasses development in several dimensions of human well-being. Social development is one of the important dimensions.

The importance of education in modern society is even more. The present generation needs the education to achieve better employment opportunities and turn themselves into better citizens. Securing a higher-income job through education is

only possible when people realize the importance of literacy and education for society. Modern society has modern problems and by developing problem-solving skills, the educated sector can solve many human issues. The meaning and importance of education in society only become clear when we see economic growth. The academicians and educated employees work toward achieving economic goals. Their achievements transform the lives of people belonging to marginalized communities as well. A country's economic prosperity is highly dependent on the educated population they have. Culture affects every single part of our lives, including how we live, our values, our relationships, and our lifestyles. Many people belong to more than one culture because culture is shaped by religions, languages, locations, traditions, and many more factors.

Role of education in social development

Education has an important role in social development. It is only through education that by imparting knowledge of various social values, beliefs, ideals, and cultural heritage in man, he is moved towards socialization. Due to this, a developed and systematic form of society can be developed. Every type of knowledge is transferred from one generation to another and the second generation transfers new facts to the next generation by adding new facts to that knowledge based on their experience and ability. This process goes on continuously.

Creating a desire for change

Education helps to change the attitudes of people in favour of modern ways of life and develops attitudes, which can fight prejudice, superstitions, and traditional beliefs. Education

helps to assist in creating a desire for change. Education creates a desire for change in society, which is a prerequisite for any kind of change to come. Whenever some social change occurs, it is easily adopted by some people while others find it difficult to adjust themselves to this change. It is the function of education to assist people in adopting good changes.

Social reforms

Certain factors create resistance to the way of accepting social change. Education helps in overcoming resistance. The importance of social change is convincingly explained to the people through the process of education. Education helps people in removing blind faith and prejudice and accept something new. Education invests individuals with the capacity to use their intelligence, distinguish between right and wrong, and establish certain ideals. It helps the emergence of new changes. Education initiates, guides, and controls movements for social reform. The flood of social reform movements that were witnessed at the turn of the century was due to modern education.

National integration

Education in India must be able to create appropriate leadership at every level of social change conducive to democracy are to be introduced. Able leaders can be produced only through education. Education can prove very useful in bringing about national integration, which is the basis for unity among people, social change, and ultimately the basis for a strong and united country.

National development

Education is the fundamental basis of national development. National development is the all-round development of the different facets of the nation, i.e., economic, political, scientific, and social as well as of the individuals. Therefore, education is a powerful instrument of economic, political, cultural, scientific, and social change.

Development of economic prosperity

Education is the most important factor in achieving rapid economic development and technological progress and in creating a social order founded on the value of freedom, social justice, and equal opportunity. It develops physical and human resources for all sectors of the economy and ultimately brings the desired change in society.

Change in a wider social environment

The change may be in the total social environment surrounding society. It may be due to some internal forces or external forces arising in other societies. Social phenomena occurring in neighbouring or distant societies have a very widespread impact now. For example, is now becoming a world language for the dissemination of knowledge and consequently, India feels the necessity to emphasize the need for retaining and strengthening the knowledge of English in order to continue to be benefited from new knowledge developing all over the world.

Development of social goals and values

The social change may be in social goals, objectives, and values. The changes may be in social values that directly affect

the content of social roles and social interaction. For example, the adoption of equality as a value may ultimately lead to compulsory and free primary education, to the expansion of primary educational facilities to all children up to the age of fourteen, and to providing financial and other aid to backward classes for enabling them to avail of the expanded educational facilities. The adoption of democracy and adult franchises in India has made training in responsible and responsive citizenship absolutely necessary for the electorate. This may ultimately affect the content and the method of teaching in educational institutions as well as the teacher-taught relationships.

Major agency of socialization

Education has been accepted as one major agency of socialization, and teachers and educational institutions as socializing agents. In describing education as an instrument of social change, three things are important: the agents of change, the content of change, and the social background of those who are seeking to be changed, i.e., students. 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 to the children. Social reformers, who were educated emphasized values like removal of caste restrictions, equality of women, doing away with social evil social customs and practices, voice in the governance of the country, establishing democratic institutions, and so on. In other words, they regarded education as a flame or light of knowledge that dispelled the darkness of ignorance.

Modernization

Highly productive economies, distributive justice, people's participation in decision-making bodies, and the adoption of scientific technology in the industry, agriculture, and other occupations and professions were accepted as goals for modernizing Indian society. These goals were to be achieved through liberal education. Thus, modernization was not accepted as a philosophy or a movement based on rational values system but as a process that was to be confined only to the economic field but was to be achieved in social, political, cultural, and religious fields too. Education was sought to be utilized as a channel for the spread of modernity according to the sociological perspective, education does not arise in response to the individual needs of the individual, but it arises out of the needs of the society of which the individual is a member. The educational system of any society is related to its total social system. It is a subsystem performing certain functions for the ongoing social system. The goals and needs of the total social system get reflected in the functions it lays down for the educational system and the form in which it structures it to fulfill those functions.

Transformation of cultural heritage

The main function of the educational system is to transmit cultural heritage to the new generations. But in a changing society, these keep on changing from generation to generation and the educational system in such a society must not only transmit the cultural heritage, but also aid in preparing the young for adjustment to any changes in them that may have occurred or are likely to occur in future. In contemporary

societies, the proportion of change that is either planned or issues from the secondary consequences of deliberate innovations is much higher than in former times. This is more so in societies that have newly become independent and are in a developing stage. Consequently, in such modern complex societies, education is called upon to perform an additional function of becoming. Thus, the relationship between the educational system and society is mutual, sometimes society influences changes in the educational system, and at other times the educational system influences changes in the society.

Role of culture in social development

Culture and creativity are necessary elements for personal development, and as such, were defined as key elements for lifelong learning. Very often culture is being used as an interface and tool to reduce social and economic differences while working with disadvantaged communities. Culture is able to create empathy, empower marginalized communities, and promote active citizenship, as well as build civil society.

Change in behaviour

Arts and culture do have a significant role in changing behaviour. Participation in culture can have a major impact on psychological well-being. For many culture and art-based initiatives, current social affairs and sustainability are key factors. Sustainability in terms of environmental awareness, community building and engagement, social and individual development, consumer attitudes, and behaviours of approaching change. It is crucial to notice that there is a difference between being a culture consumer - visiting museums, theatres, concerts, etc., and direct participation in the creation of artistic and cultural events.

Development of mutual understanding

In terms of individual and community confidence building and mutual understanding, there is evidence that shows that active participation in culture-related projects brings a true and long-term change in individual behaviour models. This should be an important message to the traditional cultural institutions that suffer from the constant decline of visitors. On the one hand, this tendency is related to the aging of once-established audiences and wider cultural offers to choose from in general. On the other hand, due to the shift to digital participatory models and audiences, expectations have changed dramatically. Almost in every aspect of our lives, the transition from consumers to active co-creators has occurred, and this also applies to culture. Many cultural institutions and organizations are aware of these changes and are trying to engage their audiences by inviting them to be a part of different initiatives or even to be co-owners of the organizations themselves.

Development of human personality

Historically, human development was seen as taking place in infancy and childhood, thus assuming that further development is not very interesting. Most personality characteristics (e.g., intelligence, social competence) were seen as fully developed by young adulthood without undergoing significant changes thereafter. With more refined empirical studies on human development, it became obvious that individual behaviour can

significantly change until very old age. Therefore, an important issue of modern developmental psychology is to study stabilities and changes in human development over the lifespan. Changes in human behaviour over the life span include biological processes, which are interrelated with sociocultural factors. The nature-nurture dichotomy has been shown to be implausible not only from a biological perspective on development but also from a developmental psychological approach. The neglect of culture in present developmental research is astounding since even a historical perspective on changes in developmental tasks in society. For example, the period of adolescence is extended, or the beginning of adulthood is no longer characterized by establishing a family and leaving one's parents. The biological, psychological, social, and finally functional age, which comprises the formerly mentioned three aspects, need to be taken into account regarding the role of culture in development, social age is most interesting here. The social age is defined by the expectations of the sociocultural group which role a person should play at a certain chronological age. The social meaning of age groups can change according to the "social construction" of age and development. In different cultures, similar life events might thus be defined as normative or non-normative, depending on the general expectations of society.

Development and transformation of values

Material culture includes communications, power, transportation, and others. Language is the next aspect of culture. It is a reflection of the values and nature of a certain social group. It could be sub-cultural languages, for example, dialects, in some countries, it could be two or even more languages. Aesthetics includes art, dancing, and arts-music. It concerns good taste, beauty, form, and colour of it. Education, as it is easy to see, includes the transmission of ideas, attitudes, skills, and training in certain disciplines as well. Moreover, education serves as a transmitter of cultural and social values. Sometimes a child was introduced to the cultural value by the school or later by the university. Religion gives humans behaviour the best insight and as well it helps us to answer different questions.

Conclusion

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 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. To conclude, social change may be brought about by economic situation, political situation, scientific or technological development, and development in philosophical thinking. By whatever means the change may be brought about, education always plays an important part in its propagation.

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