
UNIT 12 AGENCIES OF EDUCATION

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12.1 INTRODUCTION

It is said that the home is the first informal center of education for the child and the parents (especially Mother) are the first teachers of the child. It is not only the home/family the society, school and the media contribute a lot to help the child construct their knowledge and experiences and shape personality of the child. It is, therefore, education is closely related with the family/home of the child, school where the child studies, community where the child lives and varieties of media that the child goes through. The family/home, school, community, and the media are called the agencies of education, which directly or indirectly influence for shaping personality of the child.

This Unit has been designed to discuss all the above four agencies of education. In this Unit, we will discuss about the roles and functions of the agencies of education and how these agencies help for the growth and development of the individual. The Unit will also help you to establish relationships of the agencies. Further more, the Unit will help you to understand how these agencies comprehensively work for the change and development of the society.

12.2 OBJECTIVES

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

- explain the need and importance of various agencies of education;
- lists the agencies of education through which the child learn and develops;
- describe the functions of home in relation to child's development;
- discuss the functions of home in the changing scenario;
- describe the School as an agency of Education;
- explain the functions of School in the changing scenario of education;
- discuss the role of community in child's development;
- discuss how socio economic status of the community effects the educational system;
- explain the types of media used for educational purposes;
- discuss the role of media in changing scenario; and
- establish relationship between various agencies e.g. School , Home, Community, Media in child's development.

12.3 AGENCIES OF EDUCATION – MEANING AND CLASSIFICATION

As a teacher, you might understand that education is a life-long process. It starts from the birth of the child and continues till the death. During the entire period of one's living, the human being comes in contact with various situations, institutions, and organizations. They get themselves educated through different agencies of education. The agencies of education can be clarified as the sources for getting information, knowledge, and education like the Family, School, Community, Media etc. According to Bhatia (1994), 'Society has developed a number of specialized institutions to carry out the functions of education. These institutions are known as Agencies of Education'. Among the agencies, some may be the formal agencies of education whereas others informal agencies. In this section, we will discuss the classification of the agencies of education.

12.3.1 Classification of Agencies of Education

As prescribed by Brown (1947), quoted from Saxena (2009), classification of the agencies of education can be done in various ways. Let us discuss some of the important classifications of the agencies and in the next section of this Unit, we will discuss the functions of the agencies of education.

Figure 1 Classification of agencies of education (Category-1)

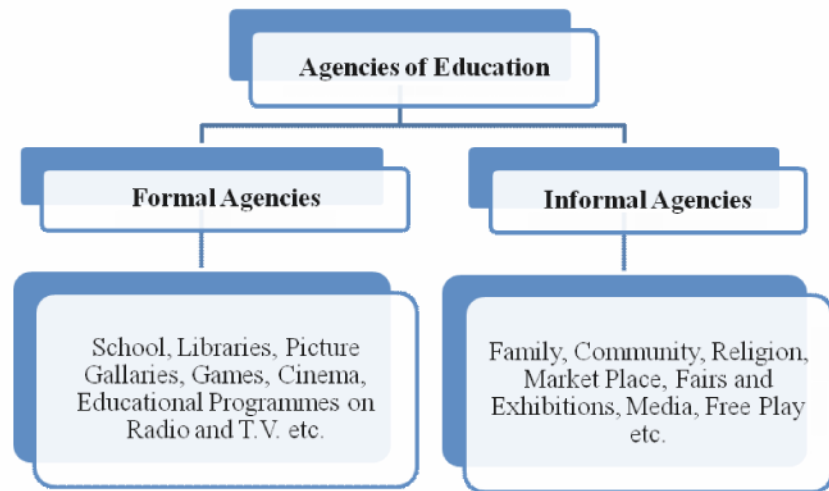


Figure 2: Classification of agencies of education (Category-II)

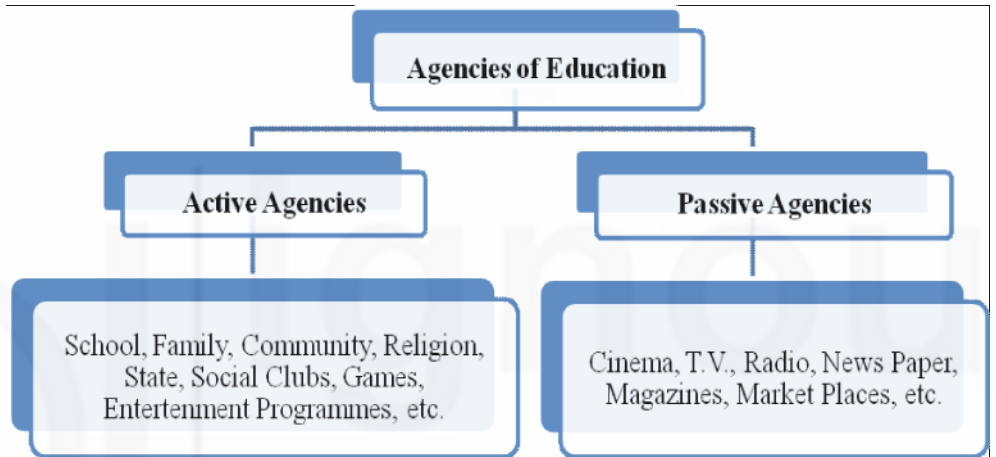
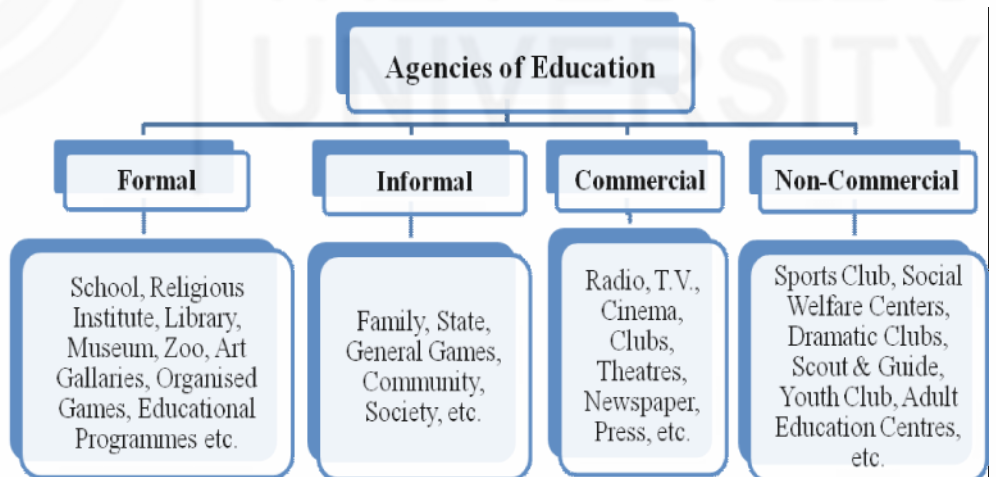


Figure 3 : Classification of agencies of education (Category-III)



(Source: Saxena, 2009).

As per the presentation given in the above figures (Figure 1 to 3), you might understand that various agencies of education can be clubbed in each sub-category of the agencies, keeping in view their scope and the functions of getting education. It is therefore said that only one agency of education is

not enough for the child to get education and for their growth and development. There is the scope to get education from the formal as well as the informal system, active and passive system, commercial as well as non-commercial system. In the next section, we will discuss few important sub-sections of the agencies of education.

Activity 1

As per the figures presented above, you as a teacher, prepare any other category of agencies of education.

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12.4 FAMILY AS AN AGENCY OF EDUCATION

Psychologically and physically the first contact and interaction the child makes with the outer world is with his/her mother. Learning process of the child begins the moment s/he is born. His/her brain takes shape in accordance to the responses made to the stimulus. The child’s brain is nascent, eager to record the first reaction of the person who comes in contact with him/her. The home environment gives shape to his/her psychological and sociological growth. Mother becomes the first teacher. Undoubtedly, that is the reason that the first language a child learns is called “mother tongue”. When we use the term “Home”, it signifies the place where there are parents and other family members who the child comes in contact with, where the child is loved, cared for, disciplined, reared, taught and brought up, where a responsibility is felt by the family to modulate the child and attend his/her needs. Home, therefore, plays a very important role in laying the foundation of the child’s personality in terms of physical, emotional, social, moral and cognitive aspects.

12.4.1 Functions of Home in Changing Scenario of Family

As change is a continuous process, you might have observed changes in family system, in terms of deteriorating joint family system and also, size of the family. In joint families, there are the family members who are emotionally attached with each other and play an active role in the upbringing of the development of the child. The following are the major educational functions of the family which works for developing the all-round personality of the child:

Philosophical Perspectives of Education

- It educates the child about the attitude, moral and values, ethics, skills, behavior pattern at the family as well as the society.
- It teaches the child about the culture, tradition, and customs of the society and also, teaches fellow feeling, love and belongingness in living together.
- It helps in developing physical, mental, and emotional development of the child.
- It influences the socialization and actualization of the child.
- It identifies the interest and motivation of the child and accordingly provides opportunities to them.
- Home also helps the child in bringing closeness of home and school.
- Home not only provides basic necessities of the child, it also equally provides many opportunities to the child for future living.
- It helps the child for developing a balanced personality in all aspects of human living.

12.4.2 Family as an Agency for the Development of the Child

Family brings the following developments among the child:

- **Physical Development:** The child spends his/her infancy within the family. The priority, initially, should be on the physical growth of the child. The family should take care of the diet of the child and ensure that the child is nourished.
- **Social Development:** The first step towards socializing is learnt by the child is the love and affection receives from his/her family. Home is the first social institution that attempts to socialize the child. The social development of the child depends upon the love, affection, recognition, security, approval, freedom etc. the child receives from the family. The child receives approval for righteous conduct from parents. The child also observes parents' day to day activities and it impinges upon behaviour of the child. The manner in which the family conducts itself channelizes future role and performance of the child.
- **Emotional Development:** The behavior of the parents defines the emotional development of the child. Needless to say, the child first develops emotional bonding with the parents. The feeling of 'acceptance', 'love and belongingness' and 'togetherness' comes from the family only, which provides emotional maturity to the child.
- **Mental Development:** Like the physical growth, mental development of the child also goes on simultaneously. From the very beginning of infancy, child learns to understand others, recognise signs and symbols, speech and imitate others. This is the family that educates the child, not through formal process but informally by action, play, and stories.

- **Moral & religious development:** The parents become the first role model for the child. It is widely seen that a girl child copies her mother and so does the boy of his father. The reinforcement that comes as a response to the child’s behavior creates the value system. The reinforcement that a child receives from his/her parents towards a particular act makes the child differentiate between the right and the wrong. The immoral acts of the child should be checked by the parents at the very initial stage. The value system of the child depends on the morals and religious activities practiced within the family.

Apart from these, the family has further responsibility to make the child develop a sense of nationalism towards their Country, to understand their duties and responsibilities to the society, to respect human life and dignity, and to preserve family values and culture.

Check Your Progress 1

Note: a) Write your answers in the space given below.
 b) Compare your answers with those given at the end of the Unit.

1. Compare and contrast formal and informal agencies of education.

2. Name different functions that home is expected to perform.

12.5 SCHOOL AS AN AGENCY OF EDUCATION

School in the modern time is indispensable and has become an important formal agency of education. It delivers to the ever changing demand for education and need of the contemporary world.

The word ‘School’ has been derived from the Greek word ‘Skhole’ that means leisure. It was before in the ancient Greece to utilize leisure time in a systematic way. In Ancient times, India had the *Gurukula* system of education where students were accepted as *Shishayas* and stayed with the guru in *ashrams/ gurukuls*. This made the guru understand the psychology of the child and impart entire knowledge available including moral education, language, religious books, Philosophy, Mathematics, metaphysics etc. The learning was confined to understand life, nature or imparting values. It did not require only memorizing the information. But now the concept of schooling has change; it denotes a formal center of education where the children need to be taught about the system, governance, civic structure, democracy, Country, demography, History, Languages, vocations etc. The School system, thus, became an important agency for imparting knowledge. It also brings uniformity in education to the society.

12.5.1 Functions of School in Changing Scenario of Education

The School is an agency of education and also as a miniature of the society. It comprises the stakeholders of teachers, students, parents and also the Govt. education administrations. The Schools have its own culture and own social setting. Socialization and acculturation are also important functions of the School. The School, as a miniature of the society, works for socializing the young generation. Socialization refers to a process by which children acquire personal identities and learn knowledge, language, and social skills required to interact with others. Again, students not only learn from the academic curriculum prepared by teachers and School administrators, they also learn social rules and expectations from interactions with others.

Besides socialization, another significant manifest function of School is the transmission of cultural norms and values to new generations, which is known as acculturation. Schools help mold a diverse population into one society with a shared national identity and prepare future generations for their citizenship roles. Students coming from different strata of the society are made to follow the rules and regulations of the School. School undertakes different activities at different levels to ensure overall personality development of the child. School therefore plays a significant role in laying the foundation of child's personality in terms of physical, cognitive, social, emotional and moral development. In the changing scenario of education, the School basically performs two types of functions: (a) Manifest functions and (b) Emerging functions (IGNOU, 2000).

(a) Manifest Functions:

Transmitting Traditional Culture:

The School is an agency, transmits culture, the process by which the culture of a society is passed on to its citizens. Individuals are also taught about culture acquire knowledge, beliefs, values, and norms. School helps the children to develop self-concepts, emotions, attitudes and behaviour. Every society has its own heritage and history. The main function of the School is to make the students aware about the culture. This is done through formal teaching of History, Literature etc.

Teaching Basic Skills and Vocational Education:

The School responds to society's need and complies with society's demands for preparing trained workers, intellectual and well-educated citizens. The School is expected to train the individual for occupational and vocational skills. In this way, the abilities and interests of an individual are identified and are fine tuned. They become more committed in this way and competencies and skills are used to its full potential. Presently, Govt. of India focusing more on skill based education starting from school stage. This should be the main focus of the school to produce skill human power.

Character Education:

The School is expected to imbibe values in the children. In school curriculum, moral science is taught as a subject. The stories of national heroes are also part of the curriculum. The School has a responsibility to create individuals of high morals and character. In School, students learn to follow rules and

regulations; they learn patience, to respect other beliefs and thoughts; and also teach to make the learners to follow ethics, values, morals, and life skills education. The above aspects which are taught by the schools lead to character development of the child.

(b) Emerging Functions:

Life Skills Education:

Today's society also expects the School to teach students life skills such as self-awareness, effective communication, creative thinking, critical thinking, problem solving ability, coping with stress, coping with emotions etc. According to World Health Organization- life skills are the abilities for adaptive and positive behavior that enable individual to deal effectively with the demands and everyday challenges.

Increased Functional Literacy:

School certainly acts as a transmitter of knowledge and academic skills like reading, writing and arithmetic. To a layman, literacy means knowledge of 3R (Reading, Writing and Arithmetic). Functional literacy implies knowledge, skills, attitudes and values by acquiring which the individual can perform effectively in living in the society. It is not only restricted to achieve a particular percentage of literacy rates.

Diffusion of New Knowledge:

School also sets a stage for developing the minds of the children. It encourages children to give air to their ideas. It promotes creative thinking among the youth. There are activities in the school where the children have to make projects. Scientific exhibitions are held where children make prototypes based on scientific principles. The knowledge is not limited to the curriculum. Active teachers promote diffusion of new knowledge and adopt innovative techniques. The School creates a rearing ground for fresh minds, novel ideas, innovative thinking, scientific observation and inquiry, etc.

Sex and Family Education:

In India, parents hesitate to discuss sex education. This duty was again casted on to the school to provide sex and family education. It was included as part of the curriculum. It dispels various misconceptions about sex and family education. It lets the children know about the biological developmental process of body and creates healthy atmosphere to live.

Learning to live together:

According to Delors Commission (1996), '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 two things. The School actually allows children to mingle and interact. The student is made to adopt the point of view of other ethnic or religious groups and develop an attitude of acceptance to other feelings and beliefs. The School promotes religious harmony. The children learn to co-exist with other groups. It helps the students to develop a receptive mind.

12.5.2 Relationship between School and Home

Families send children to School where they hope their children will acquire knowledge, develop basic skills, and practice moral and ethical values. Schools take children from and send them back to their families where they assume the families will provide the support that children need to grow and learn. The contributions of home and school in the development of child are inter-connected. Both these agencies play an important role in socialization and acculturation of the children. Both the institutes are dependent on each other in terms of educating and nurturing values among the young children. Schools organize parent teacher meeting for ensuring parental involvement and participation in the development of the school. Home, on the other side, fulfills the basic requirements of the children and to fit them for education. If the child is brought up within the family with care, affection and understanding, such child has greater prospects and stronger personality. Conducive environment at home influences the child in involving School activities and solving the problems faced by the child. It is, therefore, both the school as well as the home should understand their role for the development of the child..

Activity 2

As a teacher, how do you think to improve the relationship between School and Home? State your suggestions.

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Check Your Progress 2

- Note:** a) Write your answers in the space given below.
b) Compare your answers with those given at the end of the Unit.

3. What manifest functions does the school perform?

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4. List the emerging functions of the School.

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5. What are the ways through which parents can contribute to increase the efficiency of the School?

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12.6 COMMUNITY AS AN AGENCY OF EDUCATION

The term community has been derived from two distinct words “com” and “Munis”, ‘com’ means togetherness and ‘munis’ means to serve. Thus the term community means “to serve together”. A group of people having commonality in way of living, principles and ideals is called a community. Community can be divided on the basis of i) Population i.e. village or town, ii) Language, iii) Religion, iv) Social composition, and v) Economic conditions.

12.6.1 Functions of the Community in the Changing Scenario of the Society

Community is an informal agency of Education. Community is a larger social unit as compared to family. We have already studied that socialization, awareness about culture, development of the ‘we feeling’ and providing moral and religious educations are main functions of family. Community is the part of larger society and family is the part of community. Socialization and acculturation are the main functions of the community. By attending many community functions like marriage, festivals etc., children get to know about the value system and social culture. Through community, child imbibes customs and traditions which regulate their social behavior.

Educational Functions of the Community:

As discussed, socialization and acculturation are the main functions of the community. School is also a part of community. The community also realizes the resources and opportunities available and responds accordingly. The community plays an active role by interacting with the School and improving its quality. Community makes all efforts for the all-round development of the children. It also establishes hospitals, parks, and playgrounds for the physical development of the child. Community also takes the responsibility to open Cinema, Zoo, Libraries, etc. which influences the life and activities of the children. Every community has its heroes, who have set an example and who the society wants its future generations to emulate, which helps the children set up their value system. According to the Delors Commission

(1966), ‘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..... It is obvious that local community plays a paramount role in any successful reform strategy’. The community focuses on the utility value of education; ultimately they want the students to be able citizens and also to add to the productivity of the nation and earn as well.

12.6.2 Relationship between School and Community

Learning is a continuous process which encompasses Home, School, Peer Group, Community etc. School, as a social institution and agent of socialization, needs to have a good relationship within communities. The community can involve in the school and school can also participate in its curriculum process. According to National Curriculum Framework, 2005, (p.88), the participation of the community in the child’s world of education and learning should be allowed for the community to:

- Transfer oral History (dealing with folklore, migration, environmental degradation, traders, settlers, etc.) and traditional knowledge (sowing and harvesting, monsoons, processes related to traditional crafts, etc.) to children, while the school encourages critical thinking and reflection wherever it is required.
- Influence the content of subjects and add local, practical and appropriate examples.
- Support children in their explorations and creation of knowledge and information.
- Support children in their practice of democracy through their participation in information generation, planning, monitoring and evaluation with local governments and Schools.
- Monitor the realization of children’s rights as well as violations of these rights.
- Participate in addressing the constraints faced by children.
- Participate in setting criteria for vocational training.
- Enable the village to become a learning environment for children realizing the concept of “village as a School”.

(Source: NCF, 2005)

Bakwai (2013), was of the view that, ‘ School community relationship is a two-way symbiotic arrangement through which the school and community co-operate with each other for realization of goals of the community and vice versa’. Therefore, a school is a mini society that needs good relations with the community to function effectively. On the other hand, the community also needs the school for its survival and progress. Madumere (2004), was of the view that, ‘ School as a social system means that the School is a part and parcel of the society’. He added that school as belonging to the community, cordial relationship between the School and community is the pre-requisite for achieving meaningful educational objective in our community and nation at large. Sadker (2008), was of the view that, ‘community transmits its culture and view to the world’.

The community would only add to the overall performance of the school. In order to generate community participation, schools invite parents and dignitaries to national festivals, and to other occasions like sports day, cultural day, School day. etc. Schools have also started parents teacher associations, alumni associations, etc. which strengthens the relationship and co-ordination. Communities can also be involved in supporting the schools' infrastructure and can provide its infrastructure for community service. The community can be asked to pool in resources for education of the weaker sections of the society.

Check Your Progress 3

Note: a) Write your answers in the space given below.
 b) Compare your answers with those given at the end of the Unit.

6. Elaborate educational functions of the community.

7. How can community be better associated with the activities of the school?

12.7 MEDIA AS AN AGENCY OF EDUCATION

With advancement in the field of educational technology, media is being used for the purpose of formal or informal education. We are living in the age of science and technology. Mass media can improve the quality of education as it enables interactive communication with large number of people. Mass media may be defined as the medium or agency through which ideas, attitudes or impressions are communicated to a large number of people.

John Dewey has stated that education cannot be limited to the teacher or taught without social environment. So, mass media is one such potent force to create asocial environment for education. Through modern electronic techniques and technologies, mass media has proven that education is really comprehensive but not confined within four walls of the classroom. Mass media is a medium for the masses and it imparts knowledge without any limitations. It does not even know the boundaries of country and makes the entire world a family. Great deal of information is available in this medium in the form of newspaper, TV, radio, magazines, journals, films, internet, world wide web, social media, etc. Mass media has become a reservoir of knowledge flowing around the world today and has penetrated into every activity of daily life. It has become indispensable and is hard to imagine without media technology. It is gaining importance every day.

12.7.1 Functions of Media in the Changing Scenario

Like family, school and home, media also plays a vital role in socialization and acculturation. Media contributes in formal, informal and non-formal education of the children. It facilitates in spreading ideas, thoughts, beliefs, etc. in people of all ages. The information is disseminated through TV, Radio, Magazines, News Papers, Journals etc. This is being supplemented by Information and Communication Technology. ICT is an important tool for bridging social divides. ICT is making information and knowledge flow to remote areas and bringing them to the mainstream. The media has made enormous possibilities of sharing and gaining information and ideas. ICT has not only made our education system easy but also has equally influenced the administrative system of public policies and governance.

The rapid progress of information technology is offering new prospects for development by opening up isolated places or regions and enabling persons to communicate with the whole world in the field of specific research. It provides easy access to international database and permits the establishment of virtual laboratory.

Educational Functions of the Media:

Media is one of the means of educating the society. It is one of the cheapest and quickest means of education. Media is also now an important tool in the hands of the teacher. It is now actively used in the classrooms in the form of use of multi-media packages, social media, individual and group learning and assessment. Success of education cannot be achieved merely by substituting mechanical methods for human beings, but by developing new patterns using both human beings and technological advancements in order to teach people in a better way. Information technology is undoubtedly providing knowledge, skills, improving understanding and changing attitudes.

Media is being used both as formal and non-formal system of education. Educational media has gained significance, both at individual and mass level of learning. Information Communication Technology is especially used for non-formal education like in ODL system. In India, IGNOU and NIOS like institution are providing educational programme throughout the country through Radio, Television, and online programmes. The Central Institute of Educational Technology under the NCERT is mainly concerned with the development of innovations and with using various media in School education. It is engaged in the development of an attractive system of education using television through INSAT to reach in and out of school children and teachers in rural areas. It produces E.T.V. programmes and these programmes are being telecast via INSAT. The Electronic Media Production Center in IGNOU is also contributing in developing audio-video materials, direct telecast through Teleconferencing and Interactive Radio Counselling for the learners.

The Delors Commission (p.173), also observes that new technology has created a host of new tools to use in the classroom as under:

- Computer & Internet
- Cable and satellite TV education

- Multimedia equipments
- Inter-active information exchange system including e-mail and online access to libraries and public data base.

(Source: IGNOU, 2000)

NPE, 1986, has been emphasized as, ‘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 National Knowledge Commission in its report also recommended online learning and use of varieties of media in the process of teaching and learning. Most importantly, the progress of MOOCs throughout the world and the present initiation of the Govt. of India for ‘Digital Literacy’ campaign work as great motivation for multimedia use in education.

The multimedia system has made possible personalized learning which any individual can choose. Online interactive programmes are available on the net which enable the individual to take course through non-formal education. Informal education through media has made it possible for every individual in far off places to have education. Learning materials are also available online. No longer are the students solely dependent on the classrooms and teachers. The students have an option to expand their learning by not limiting themselves to the classroom. This medium has also been a great help to the underachievers.

According to NCF 2005, ‘mass media can be used to support teacher training, facilitate classroom learning and be used for advocacy. Possibilities of teaching and learning at varied paces, self-learning, dual modes of studies, etc. could all benefit from the use of technology particularly ICT’. The increasing use of internet has enabled the sharing of information and provided space for debate and dialogue on diverse issues. Technology is also enabling students with special needs the use of equipment’s and aids.

With the advent of media, no doubt the teachers are also going through a transition. The teachers ought to be aware and equipped with these tools. The teachers will have to be a breast with the latest development, trend, thoughts, ideas and researches.

Activity 3

As a teacher, discuss the merits and limitations of the use of varieties of media in education, especially in the rural schools.

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12.8 RELATIONSHIP BETWEEN FAMILY, SCHOOL, COMMUNITY AND MEDIA

The above agencies of education supplement each other in overall development of the child. These agencies influence the child in their own ways. A perfect environment created by the Home, School and Community enhances the capabilities of the child. 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. Thus, these agencies influence the child separately and further influence each other.

In other words, a teacher not only imparts knowledge but also brings about a social change and movement. We have the examples of gurus like Chankaya who by his knowledge started a mass movement against the tyranny of the rulers and established the Mauryan Empire. We have other examples of great thinkers/teachers who were ahead of times and have influenced the way the people or society think.

On the other hand, many communities have special knowledge in certain fields, acquired over generations and transmitted to next generations. The role of the teacher should be of a mediator and agent for the upliftment of the society. The Media is one of the means for educating the society. With the advent of media, no doubt the teachers are also going through a transition. The teachers ought to be aware and equipped with these tools. The teachers will have to be abreast with the latest development, trend, thoughts, ideas and researches. It is clear by above discussions that these different agencies of education supplement each other in overall development of the child. These agencies influence the child in their own ways.

Check Your Progress 4

- Note:** a) Write your answers in the space given below.
b) Compare your answers with those given at the end of the Unit.

8. Do you think that Mass media can be used to support teaching?
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9. How agencies of education are related with each other? Cite examples.

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12.9 LET US SUM UP

We have dealt with various agencies of education in this Unit and also their relationships in influencing the overall development of a child. The roles of formal and informal agencies are intertwined and interweaved where one impacts the other. These agencies consciously and unconsciously educate a child and have their own utility. While a formal agency like School educate in a systematic manner through a planned curriculum and methodology, informal agencies provide knowledge informally and holistically. The family imbibes values, informs about the norms and taboos of the society and looks after social development of the child while being an active partner with Schools helping the child to study. The school teaches the child knowledge which is necessary for him to develop understanding and adaptation for being a part of the society. Though today, a larger role is being played by the schools which are termed as emerging functions. The community shares responsibility with family in providing moral and religious education to the child. Apart from that the community as an informal agency provides facilities, means and paraphernalia including Schools, libraries, exhibitions, etc. for imparting education. It also regulates the curriculum of the Schools. The School actually works in conjunction with the community.

Media is fast emerging as an informal agency which has the largest penetration and base for imparting education. Information technology is undoubtedly providing knowledge, skills, improving understanding and changing their attitudes. Media is being used both as formal and non-formal system of education. Educational media has gained significance both at individual and mass level of learning. Information communication technology is especially used for non-formal education (ODL system). The increasing use of internet has enabled the sharing of information and provides space for debate and dialogue on diverse issues hitherto unavailable on such a scale. Technology is also enabling students with special needs with the use of equipments and aids.

Overall, these different agencies of education supplement each other in overall development of the child. These agencies influence the child in their own ways. A perfect environment created by the Home, School and Community enhances the capabilities of the child.

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12.11 ANSWERS TO CHECK YOUR PROGRESS

1. Formal education takes place in a formal setting like a School, College, or Universities. It has a structured curriculum with fixed time, place, teacher and learners whereas informal education takes place incidentally from life experiences, media and interaction with peers, from social and environmental dealings.
2. Home nurtures and grooms the child, teaches morals, ethics, values and societal principles for living in the society.
3. Transacting traditional culture, teaching basic skills, character formation.
4. Life skill education, functional literacy, diffusion of new knowledge, and learning to live together.
5. Self-exercise.
6. Socialization and acculturation are the main functions of the community. The community also realizes the resources and opportunities available for educating the child. The community plays an active role by interacting with the School and improving its quality. Community makes all the efforts for all round development of the children by involving them in various community based activities.
7. Self-exercise.
8. Mass media can be used largely for educating the child linking with the curriculum and demand of the time. Audio, video, print, and online learning experiences through Radio, TV and internet can better be clubbed for blended approach of learning.
9. Self-exercise.