



## Culture and Education for Lifelong Learning

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### ABSTRACT

Culture reflects society and education develop the inner potentiality of human being. Lifelong education demands humanistic approach for nurturing culture. Actually society is the bi-product of both culture and education without which we cannot frame our life. Life is always within a process of Evolution and ultimate aim of education cannot be reached without blending of Culture. An effort has been made to develop a cultural model of Institution in an Institutional set up for attaining highest good of the learner and the society. In the present time education, have had its global shape demanding education as a good quality indicator for the society. But to make the system effective a framework of institutional cultural set up to be developed. Tagore rightly predicts that education is like a diamond and the illuminated ways coming out from it is culture. The present paper intended to highlight culture as a component of Education and at the end to develop a model for its social and institutional application. Through over our country even outside the country Education is treated as output based system leading to balanced economy. It is observed institutional culture able to shape learners for structuring their cognition and enhance their ability to a more meaningful way. The present paper trying to explore differential approach of cultural components for making education to more effective and meaningful way.

Keywords: Culture, Education, Lifelong learning

### 1. Introduction

Education is a lifelong process by which people learn new ways of thought and action. It encourages changes in behaviour which aims at improving the human conditions. Education belong to the process of enculturalization where the students are introduced into the culture of the society. The society must provide its members with tools for conditions of living. The society must prepare its members to adapt themselves for their own development. The material traits of the culture in terms of disciplines such as Modern Sciences, Vocational and Technical courses are of very importance. The society must also teach its members the aesthetic practices. The teaching of arts and acquiring the communicating feelings is very essential for life itself. Schools selectively transmit those values and knowledge that a society considered as appropriate through programmes in it. Culture focuses the standards of the behaviour.

Education is a process by which the society can transmit its cultural heritage. Education is incitement into the culture of the society into which a child is born and growing up. Culture is the content of education and has a bearing on the school administration. Cultural and education cannot be bifurcated from each other. They are interdependent as very well. Every cultural pattern of any society guide its educational patterns. The culture of a country has a very powerful impact on its educational patterns and shaping its philosophy. Education as a part of culture has the double functions of conservation and modification of culture. It is the culture in which education sprouts and flourishes and exerts a nourishing influence. Human being receives from society the gifts of family life, community life, education, vocation, legal rights, safety, and protection in the same way one can inherits from the culture the gift of cultural heritage. That are very essential sources of the lifelong learning or lifelong education. Human beings consciously or unconsciously keep on learning and training themselves throughout their lives.

This may be a result of the influence of the surroundings which mould their behaviour, their concept of life and the content of their knowledge. Actually Lifelong education demands humanistic approach for nurturing culture. society is the bi-product of both culture and education without which we cannot frame our life. Life is always within a process of Evolution and ultimate aim of education cannot be reached without blending of Culture.

## 2. Objectives

The objectives of this study are:

1. To know the cultural influences on Education.
2. To Study how cultural components effects on Education system.
3. To know how culture and education are interrelated in qualitative way.
4. To determine how culture and Education influences on lifelong learning.

## 3. Meaning of Culture and Education

In anthropological literature the term culture is used in many senses, but in general writing it is used to indicate social and intellectual superiority. Culture is a collective term for socially transmitted behaviour patterns. In ordinary language culture means good manners and good taste. Taylor defines culture as "that complex whole which includes knowledge, belief, art, morals, law, custom and any other capabilities and habits, acquired by man as a member of society." Ellwood says that "culture includes man's entire material civilization, tools, weapons, clothing, shelter, machines and even system of industry." According to Brown, both material and non-material are dependent upon each other. But culture cannot be defined. It is better to describe it. The culture of a people is the way of life of that people, the things its people value, the things they don't value, their habits of life, their work of art, what they do and what they like. By material elements is meant the whole of man's material civilization, tools, weapons, clothing, machines, and industry. By non-material elements is meant language, art religion, morality, law, and government.

There are different kinds of culture from which we can generalize some of the common pattern of ideas in terms of different cultural modes and activities:

1. Personal traits and qualities which guide the habits, thinking and behaviour of the person.
2. Patterns of social behaviour constitute his personal culture.
3. Different communities have their different customs, traditions, beliefs and styles of living.
4. Each nation has some distinct patterns of ideals, values, modes of thoughts and behaviour.
5. Means of transport and communication through globalisation.
6. The whole world is now supposed to be having common values of life such as cooperation, empathy, sympathy, social services, social awakening and social sensitiveness which is termed as global culture.

Education is a systematic process through which a child or an adult acquires knowledge, experience, skill and sound attitude. It makes an individual civilized, refined, cultured and educated. For a civilized and socialized society, education is the only means. Its goal is to make an individual perfect. Every society gives importance to education because it is a panacea for all evils. It is the key to solve the various problems of life. Education consists of all those experiences which affect the individual from birth till death. Thus education is the process by which an individual freely develops his self, according to his nature in a free and uncontrolled environment. It is a lifelong process of growth and development.

## 4. Lifelong Learning

The term lifelong learning occurs later and has the same meaning as lifelong education. But the concept of learning is broader than the concept of education, because learning can be intentional or unintentional, while education is a deliberate learning, and does not include unintentional and experienced learning. Lifelong learning is a term which is often used in everyday speech. Often terminology is associated with the teaching of adults, and obtains an opinion that is equivalent but this is wrong one. The term lifelong education or lifelong learning, appeared in England in the twenties of the previous century. The concept of lifelong learning is that education is encouraged by the idea of education of adults in developed industrial countries. Real swing in the development was received after World War II. Term lifelong education became internationally accepted in international conferences on adult education held under the organization of UNESCO (1960. and 1965).

- Lifelong learning may be broadly defined as learning that is pursued throughout life.
- Learning that is flexible.
- Diverse and available at different times and in different places.
- Lifelong learning crosses sectors, promoting learning beyond traditional schooling and throughout adult life.

## 5. Lifelong Learning and Education

1. Learning has been defined as 'a relatively permanent change that occurs in behavioural potential as a result of experience' and lifelong learning and education crystallizes those experiences.

2. Some of the issues looked significant whether learning activities take place within individuals or occur as a result of human interaction. Actually in lifelong learning Education is more of a cognitive processes, more of an emotional process or more of a social and motivational experiences.

3. Learning can also be considered to be a result of the transformation of human experiences and personal reflections (Kolb, 1984, 1985), in which it is regarded as a cyclical process constituting four stages, namely, experience, reflection, generalisation, and application and finally leading to man making education as stated by Vivekananda and recently supported by Delors' in his four pillars of Education:

- Learning to know - mastering learning tools rather than acquisition of structured knowledge.
- Learning to do – equipping people for the types of work needed now and in the future including innovation and adaptation of learning to future work environments.
- Learning to live together, and with others – peacefully resolving conflict, discovering other people and their cultures, fostering community capability, individual competence and capacity, economic resilience, and social inclusion.
- Learning to be – education contributing to a person's complete development: mind and body, intelligence, sensitivity, aesthetic appreciation and spirituality.

Pronouncing the four pillars of education in the 21st century to be learning to know, learning to do, learning to be, and learning to live together, the Delors Report laid strong emphasis on renewal of knowledge, skills and learning abilities of individuals to adapt to the new environment. The Report advocated the acquisition of a sound general education, learning throughout life. Lifelong education can be provided through informal, formal and non-formal education processes. Hence, lifelong education can be defined as a process of both deliberate and unintentional opportunities influencing learning throughout one's life span. Dimensions of lifelong education have also been detailed along with its goals. Pre-requisites of lifelong education, concept of integration, flexibility and diversity. It is a concept that claims it is never too late for learning. It is an attitude of openness to new ideas, decisions, skills and behaviours. One is provided with learning opportunities at all ages, all levels in various contexts.

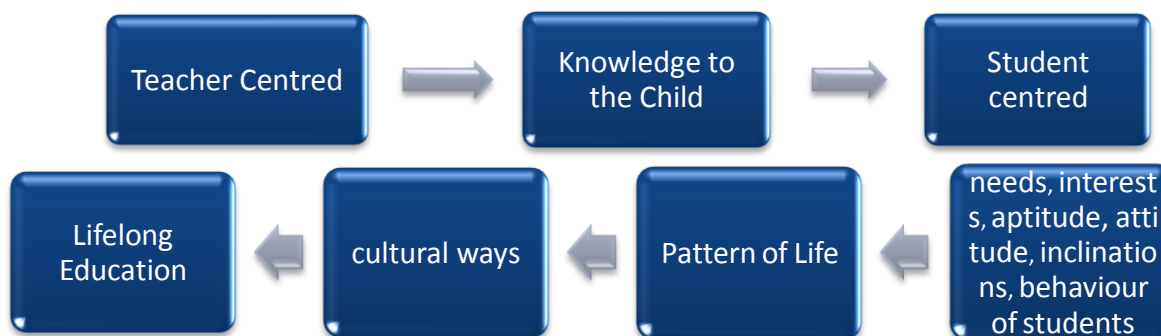
## 6. Findings

### 6.1 Impact of culture on educational institutions

**Curriculum:** The curriculum is prepared according to the culture of society. The system of education tries to realize the cultural needs of society through curriculum which conditions all educational activities and programmes.

Curriculum helps every phase of life for promoting culture.

**Methods of teaching:** Culture and methods of teaching are intimately connected. The changing cultural patterns of a society exert its influence upon the methods of teaching.



In this way education is a method of preparing child for the future for effective living. In short we can say that cultural and social conditions generate the methods and techniques of teaching in a powerful manner.

**Discipline:** Cultural values influence the concept of discipline. The present cultural patterns of thinking and living are directly linked to our concept of discipline where the democratic values are accepted all over the world.

**Text Books:** Curriculum is contained in the textbooks. Textbooks are written according to the formulated or determined curriculum. Only those textbooks are welcomed which foster and promote cultural values and ideals.

### 6.2 Impact of Education On Culture

Just as the culture influences education, in the same way education also influences culture of a country. It can be seen in the following manner:

**Preservation of culture:** Every country has a distinct culture of its own. Hence, it tries to preserve its culture and its distinctiveness in its original form. Education is the only means through which this task can be accomplished. Thus, education preserves the culture of a society.

Transmission of culture: The process of preservation includes the process of transmission from one generation to another. The famous sociologist Ottaway has rightly remarked 'The function of education is to transmit social values and ideals to the young and capable members of the society.'

Development of culture: The function of education is to bring the needed and desirable change in the cultural ideals and values for the progress and continued development of the society without which social progress can not take place. Education accultures an individual modifies cultural processes by research and deeper investigations into all areas of human requirements.

Continuity of culture: Culture is a life breadth of a society. Without which a society is bound to decay. Education upholds the continuity of culture through its diverse activities and programmes. A society establishes schools to preserve and transmit its culture to the coming generations. Children should be motivated to learn more and more from cultural interaction among various cultures. Thus cultural integration and assimilation will enrich the composite culture of a society.

Development of personality: Education aims at developing the personality of a child. It employs diverse cultural patterns of thinking, behaviour and cultural values so that children are physically, mentally, morally, socially and intellectually develop with the development of society to the maximum extent.

Removal of cultural lag: While material culture develops at a faster speed due to scientific and technological inventions non material culture consisting of ideas, values and norms lags behind and creates a gulf between the two. Education is the only means by which these gaps can be bridged.

Thus, education and culture are interdependent and complementary to each other. However the existing system of education in India has not evolved from its own culture. There is a need that education should be related to our own culture. Education system not related to Cultural Heritage. It has been rightly said. "The existing system of education is largely based on the ideals of spreading western science and literature and way of life among a small minority of the population and of training persons for services under the government. It is still academic and book-centered and fails to promote social, cultural, economic or political development on proper lines." A foreign system of education was introduced in India without taking into account the cultural heritage of India. It is cut off from Indian cultural traditions and is alien to masses.

Cultural lag is defined as the degree to which certain aspects of culture lag behind the changes in its other related aspects. In other words, the vast difference between the material and non material culture is known as social or cultural lag. All the parts of our modern culture are not changing at the same rate and since there is correlation or inter-dependence of parts, a rapid change in one part requires re-adjustment through other changes in various correlated parts. A culture lag occurs "when the different aspects of the society fail to adjust themselves to changes effected in some of its parts." The changes in ideas, beliefs and value systems, for example, will be slower than the changes in material conditions. In our society, the economic system is changing fast, industrial economy is replacing the rural economy. A lot of work is being done by machines or we can say that human labour is being replaced by machines. But the religious and social structures are not keeping pace with the changes in the economic structure. The cultural lag can be removed by education only and education is the only means to bridge the cultural lag.

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## 7. Conclusion

Education as a part of culture has the twin functions of conservation and modification or renewal of the culture. Education is conceived as a systematic effort to maintain a culture. Education is an instrument of cultural change. It is the culture also upon which education exerts, in turn, a nourishing influence. The intimate relationship between culture and education is evident from the fact the one of the major aim of education is to impart to the child cultural heritage and social heritage.

From the above study we see that Culture and Education effectively interrelated interdependent. And we see Culture and Education also influences on lifelong learning. The system of education tries to realize the cultural needs of society through curriculum which conditions all educational activities.

From the also said discussion it is can be cleared that the cultural components are the very important part to determine the nature of culture and they are effects on Education system.

We know that education is a lifelong process and we also know that culture effected on education system. Both culture and education help on learning as a whole life long. The main purpose of education is to enable the development of the individual and society. This goal can be achieved using the strategy of lifelong education. The concept of lifelong learning is closely connected with the concept of what society teaches. Their connection is seen through the basic goal of society development, and that is to enhance quality of life of the individual. Considering previously stated that the purpose of education is the development of society, we can conclude that the quality of life is also a goal for the development of education. Lifelong learning is of key importance for individuals of all ages and holds an array of benefits for them and society. It promotes their full economic and societal participation, enables them to be better informed and more active citizens, contributes to their personal wellbeing and fulfilment, supports their creativity and innovation, and increases their efficiency as workers or volunteers. Learning is intrinsic and we engage in learning throughout our whole lives.

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