Introduction
Society establishes some of the institutions to maintain its continuity of life. For that, the society counts upon education. Education not only shapes the behaviour of the individuals but also helps in transforming rich cultural heritage to the next generation. These institutions are called “Sources” or “Agencies of Education”.

1. Family as Agency of Education:
Family is a group consisting of parents and their children living together as a unit. The family is regarded as the primary agent of education (National Teachers Institute 2000). The family as an agent of education, parents are the most important agent for the child at the very early stages of his development from the child depends on them for his physiological and psychological needs. This is based on the premise that family is the first station of a child and where he learns the appropriate behavior patterns of the larger society. The role of the family in the education the child cannot be over emphasized.

According to Akinloye (2001), family lays the moral and spiritual foundation for the child to build upon in later life. The family members teach the concept of good and bad or right and wrong right from infancy. Furthermore family contributes to the intellectual development of the child.

Important Functions of Family
1. Social Functions
Family is the first social environment in the education of the child. Russell says, “Family gives the child the experience of effective and of a small community in which he is important. He has also the experience of relationship with people of both the sexes and different ages, and of the multifarious business of adult life”.

Thus it is in the family that the child gets his first social relationships, in which and through which he acquire and organizes his experience. It is in infancy that he acquires many of the social partners, habits, manners and attitudes which determine his future adjustment.

Again it is in the family that he learns how to speak, talk, eat, wear clothes, live neatly and greet others respectfully. Thus, family is the first and most important social agency which plays an important role in the socialization of the child.
2. Economic Functions.
Family is a well-knit economic unit. Real economic socialism prevails in the family because the golden rule of socialism,

The child enjoys complete economic security and all his economic needs are fulfilled by the parents, which helps to provide a secure atmosphere for the overall development of the child. The child can study and acquire any type of training because he is not to worry about the expenses. Thus, the family provides the children with full! Economic security and freedom from economic worries this is essential and helpful for a balanced personality of the child.

3. Civic Functions
Family is rightly called the primary school of civic virtues. It is in the family that the child learns the first lesson. In civilization, he receives training in discipline and self-control. He learns to obey and respect the elders. He learns the importance of mutual rights and duties. It is also in the family that 'we feeling' and sense of belongingness is developed. Thus, Mizzini is quite correct when he says that "the first lessons of citizenship are learnt between the mother's kiss and the father's caress".

The moral qualities are also imbibed by the child at family as in the family, the child acts as others act, he thinks and feels as other members of family do. He accepts the family -code as an essential pattern of his life. If the parents are honest, truthful, hard working, courageous and disciplined, their children will also imitate them in their day to day behaviour. It is in family that the child learns to show respect and reverence for all that is noble and to strive after purity of thought, word, and deed. Thus family is a cradle for learning and imbibing the much needed moral qualities.

5. Religious and Cultural Functions
The basis of religious and spiritual faith is also laid down in the family. Family pays special attention to the religious and cultural development of children. The parents! Generally impress upon the children to observe rules of religion in the family.

The religious atmosphere of the family is automatically imbibed by the children. In addition to these, the family also takes part in various types of cultural activities. The family observes a certain code of conduct and emphasises the virtues of noble life. All such good practices are inherited by
the children and preserved as traditions of the family. In this way, the continuity of culture and religion is maintained in the family.

1. Primary Social Organisation
Family is the first and the primary social organisation that is available to the child. It is in the family that the child becomes aware of the world around him. There is interaction of the members of the family which provides social and socialising experience to the children. Thus, the first lessons of social living are learnt in the family.

2. Teaches the Basic Functions of Living.
It is in the family that the child learns the basic functions of living. For example, the child learns to speak, act, dress and pick up many good things or habits imitating the other members of the family. It is in this atmosphere that the child's whole personality grows and develops. Thus if development of a balanced personality is an objective of a good system of education, then family is the most effective educational agency.

3. Basis of Personality
The infancy and the early child-hood periods are the most impressionable years of a child's life. The broad bases of personality are laid down during this period. The family helps the children to form sound basis of personality, which proves to be very helpful for the future education of children.

4. Vocational Education
The family also provides vocational education to the children who wish to adopt the trade and occupation of their father. The girls, on the other hand, learn to do the role of housewives by helping their mothers at family and by learning from them. This training and education proves very useful to them in their later life.

a) Origin of School as an Educational Agency
In olden times, when the social life was very simple, the family provided the child with all the activities and experience he needed.

Then, so long as occupations were centred around family or village, the family, the place of worship and the local community served as a school for life. The children learnt by imitating the work and life process of their parents and neighbours.

But, day by day as the society became more complex with the growth of civilization, and as human knowledge and experiences grew in written from, family and other informal agencies of education were found inadequate for the efficient transmission of culture heritage to the future generation.

Thus arose the necessity of a formal agency of education called the school. By and by, the knowledge and skills secured by the children became so complex that it became rather impossible for the family to transmit the same to the children.

Thus, education of children became a specialised occupation of those persons who were highly learned and qualified for discharging this function efficiently. These persons began to be known as teachers, and the agency through which the teachers imparted education to the children came to be known as School. In recent times, the school has assumed a very
comprehensive role so much so that the functions of the family and the community have also fallen on the school. Now, the school has to discharge not only its own educational functions, but also to provide what family and community provided in the past.

"The school has to provide total education, i.e. education for knowledge, for skills, for understanding, for culture, for making a contribution, for a sense of belonging, for attitudes and for a proper orientation to the modern world." Moreover, with the coming in of democracy, universal education has not only become a necessity in the modern world, but also an accepted social ideal. So, the school is required to discharge very important functions in modern society.

b) Main Function of School:
1. Conservation and promotion culture:
The school conserves the valuable culture, tradition, values of the society and helps in promoting and developing these with the rolling of the time. It also spreads the store of culture to the next generation.

2. All-round development of the individual:
For all-round development of the individual school has a package of programmes. Through its different activities, it draws out the hidden potentialities of the child and develops them in a proper way.

3. Development of higher values of life:
School helps in developing and cultivating good and higher values like truth, sympathy, love, cooperation, etc. in child. Through different social interactions and moral teachings, it spreads the message of righteous living in a society.

4. Development of social responsibility:
School is called a society in miniature. Because in school child shares his feelings with various children coming from different strata. So he learns the lessons of social duty, responsibilities and understanding the feelings of others. So school helps in social change and social control.

5. Citizenship training:
School creates the first civic society for the child. So child learns the duty and civic rights for the country as a responsible citizen. So school trains the lessons of citizenship to a child.

6. Adjustability in society:
School prepares child to face the problems of the society. So proper adjustment and application of learned knowledge can be checked and guided by school. So the main function of the school is to develop adjustment capacity of an individual.
7. Vocational training:
Through different activities, school provides training in different vocations. It also cultivates the values of dignity of work and labor. It prepares children to face any challenge in the future to solve their bare necessities.

8. Promotion of Social Efficiency:
To lead a successful life in the modern society the individuals must acquire social efficiency. In a democratic society, the children must be trained in the democratic ways of life through education and the school programmes must be planned accordingly. Training for effective participation in a democratic society and cultivation of a planned sense of rights and duties is an important function of the school. This is done by the school by having a clear concept of democratic ideals, and then directing the educational programmes accordingly.

c) Community as Agency of Education:
Potentially, community or society is an active agency of education. Its educational potential is contained in the following:

i. It has finance. It can create formal as well as informal agencies for the purpose of educating its members. Schools, cinemas, communication media such as press, radio, newspaper, library, etc. and many other agencies work as organs of the community.

ii. It has customs, practices and traditions. It has huge mass of accumulated experiences which is educative. All these provide material for thinking, (iii) there are group associations which children join.

1. Specific Educative Influence of Community
The community directly influences the child in the following forms.

i. Social Influence.
   It develops civic virtues in an individual and inculcates in him the spirit of service, sacrifice and co-operation.

ii. Political Influence.
   Crow and Crow write, "The political ideology of a community is reflected in the extent to which educational opportunities are offered to all its members and in the responsibility assumed by its political leaders for the educational progress of the citizens of the community."
iii. Economic Influence.
The community influences an individual in the way of life and in the choice of a profession and thus enables him to become an independent member of the community.

iv. Cultural Influence.
Every community has a culture of its own. From the very beginning the child sees the grown-up persons preserving and respecting their culture. All this prompts him to acquire the traditions, customs, ideal, ways, and manners of the community to which he belongs.

v. Powerful Educational Influence.
The educative influence of the community on the various aspects of a child's personality is very powerful. Thus, community is a potential educational force which both the administrator and the teacher must realise. They should not work in subordination to it but should understand and work with it. Some disagreement may arise on certain points, but the same can be minimise or resolved through co-operation and sincere effort at both the ends.

vi. Mass Media as Agency of Education:
Mass Media are a popular non-formal agency of education. Although the mass media have been widely utilised in adult education, development activities, agriculture and family planning, yet their use for formal education, that is, for primary, secondary or tertiary education has hardly been systematic or effective.

However fact remains, if mass media are integrated with the total system of education, they can help in streamlining work in the fields of primary education, adult education, providing educational opportunities for continuing education, education of special groups of children and so on.

a. Use of Educational Radio
The educational radio has far reaching advantages in teaching-learning process. It has numerous functions to perform in the school as well as in the classroom. Its chief educational values are:

i. Enriches school programmes. If properly used and efficiently organised, radio service can help a lot in enriching the existing programmes in the school.
ii. Stimulates pupil's interest. Frequent broadcasters on national and international activities stimulate pupils' interest in national and international affairs.

iii. Supplements classroom instruction. Radio provides rich material to supplement existing sources of classroom instruction and courses offered.

iv. Furnishes up-to-date information. Radio programmes and school broadcasters furnish up-to-date and correct material on day-to-day happenings.

v. Develops critical thinking. Radio broadcasters if listened to attentively and carefully help a lot in developing critical thinking in intelligent children.

vi. Leisure-time interests. Radio is an important medium of useful and interesting leisure-time activities.

A. Classroom Use of Radio

The class-room use of radio is a real test of the teacher. The best teacher is the one who is able to make the best use of every kind of experience-in or outside the class-room. In case of radio, it is not enough to tell the pupils, "Now close your books. Let's have a radio programme."

There are four major phases of class-room procedure in the use of the radio: preparation, reception, discussion and application and follow-up. The relative importance of each phase will depend upon the nature of the broadcast and upon its significance for the particular class which uses it.

a) Preparation.

Preparation for the experience of listening is very important if the radio is to become a useful tool of teaching and learning. Preparation involves the following aspects:

i. Clear Objectives;

ii. Gathering advance information;

iii. Motivation.

b) Reception.

This is the second important phase of class-room procedure. Reception, which involves proper listening, can be facilitated by providing suitable physical conditions in the class-room. The class-room should be well arranged for learning and listening.

There should be no overcrowding. Provision must be made against interruption from without or distractions from within, such as incorrect lighting, poor ventilation, or uncomfortable seating facilities. The teacher should make
sure that the radio is in perfect working condition and its volume is adequate enough to enable all the students listen to the broad-cast properly.

c) Discussion and Application.
Immediately after the broadcast, a good discussion on the main points of the broadcast should follow. The information gathered may be applied properly.

d) Follow-up.
A proper follow-up of students understanding of the information gathered from the broadcast will serve a useful purpose. It will remove fallacies and misunderstandings, if any. The follow-up may be done in the form of a short test covering the major points of the broadcast.

2. Use of Educational Television
Educational television, a product of mid-20th century, remains "one of the most versatile audio-visual aids ever developed." More and more teachers as well as students running with the flowing stream of progressive education are being influenced by the potential value of the television or are eager to begin with its use in the class-room.

"The 'eye-and-ear mindedness of students, "makes television one of the most present day educational forces. Television has been said to be the blackboard brought to life. So, it offers newness which attracts attention creates interest and stimulates a desire to learn.

Educational television has useful educational values when used as a teaching device.

a. Combines the Qualities of Radio.
b. Combines Sight and Sound.
c. Uniformity of Communication.
d. Versatile Educational Vechicle.
e. Stimulates and Reinforces Ideas.
f. Viewing on-the-spot events.
g. Watch and Study.
h. Leisure time Activities.

Conclusion
Education usually performs three kinds of functions in the society. Firstly, it transmits special or cultural heritage from one generation to another. It
consists of various experiences, customs, values and traditions of the people. Secondly, education conserves this cultural heritage through its courses of studies, text-books, instructional materials and different parties. Thirdly, education creates new social organizations and patterns in order to develop and improve the society in view of the changing needs and conditions.

In course of time society has been developing a number of organizations and institutions to discharge various special responsibilities. These institutions and organizations are called the agencies of education. They shape their individuals in many ways. They shape their personalities, their knowledge, understanding, attitude, interests, values and aspirations.