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Sociology of Education: A Sociological Discourse

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Abstract: *Today's era is a period of new sociology of education, where the interaction of the new nature between the state, the market and the education are taking place in the society. From a sociological point of view, education is a set of thought systems and actions that are transferred from one generation to the next so that a person can understand the roles of the society, become a functional member of the society and can make possible modifications in them. From this point of view, education creates a situation of harmony between the individual and the society. Education creates harmony between individual and society. Sociologist Durkheim has considered education as a means by which society prepares the essential state of its own existence in children. Some social scientists believe that capitalism has changed intellectuals into "workers seeking wages", so they take care of their roles as representatives of the class interests. Probably this is the reason that academic intellectuals have been transformed into "neutral intellectuals" due to their lack of support in the field of education. This argument of Robert Bocock seems also relevant that the consumer society has created cosmopolitan intellectuals who develop the thinking for the market of the product, resulting in the question of social concerns going on the margins.*

Key Words: Emile Durkheim, Robert Bocock, NEP 2020, Neil Postman, Michel Foucault.

Introduction:

In 'World Development Report 2018: Learning to Realize Education Promise', the World Bank said that "the crisis of knowledge" in global education is increasingly emerging. India is second in the list of 12 countries where second class students cannot even read a word of a small lesson. Without knowledge of education in low- and middle-income countries including India, not only is it to ruin the opportunity of development but also to do injustice to children and youth across the world. Millions of young students in these countries face the prospect of less opportunity and less money in their future life because their primary and secondary schools are failing to impart education to make them successful in life.

What is so fear-inspiring in the report, which shows that "three-fourths of the third-class students in rural India cannot solve the two-point subtraction questions and half of the fifth-grade students cannot do this. In the year 2016, only half of the students of fifth class in rural India were able to read the second-grade course level book well, which included very simple sentences spoken in their local language. According to the report, this crisis of knowledge is making it deeper rather than reducing or eliminating the social gap. When education is given well then it promotes youth, employment, better income, good health and life without poverty. Education for communities inspires research, strengthens institutions and enhances social harmony. He said that these benefits depend on education and without any knowledge, the opportunity to ruin the opportunity.

This fact is a sign that we are not able to provide formal education to the children properly or have been successful in giving informal education. In this context, the family, society and school are getting all the challenges. There are some of the questions which should be raised:

- Have they implemented what the teachers are teaching in their lives? Since children spend most of their time with school/teachers, they learn by observing them behave. If it is not so then they become victims of paradox (taught one thing and showed another).
- Are we just providing information? If you are doing this then you are doing wrong. Knowledge should arise from information, intelligence should arise from knowledge, and wisdom should arise from intelligence, only then the symptoms of innovation and creativity emerge.

Today the problem is not the difference of thought, but the idea is of emptiness. According to the Neil Postman, "Today's generation is an imitative generation full of thoughtless thoughts", it has catchphrases/clashes but does not have ideological thinking. Lack of contemplation language is lacking. On the one hand, we claim that we are leading the 'knowledge society' but why with 'thoughtlessness'? Is it possible? Because this period is the "end of ideas" period. Marketisation and globalization have established competition, individualism, success as a significant value. And these three values do not represent collectivity, so they have no relation to social development or social interest. Someone has rightly said, "I search for answers every day with a book, life asks questions outside the syllabus every day".

This is because today society and its related issues do not form part of classrooms. Only talk of classes is restricted to the curriculum, so it also eliminates the possibility of creativity and imagination. As a result, children develop a captive mind. While the requirement is that the issues related to the society and its related issues should be made in the classroom and then the contents of the syllabus should be explained. So that natural teaching, imagination and creativity can grow in children. This creates a "creative mind" in children rather than "captive mind". In her publication of "Our Educational Emphases in Primitive Perspective" (1943) Mead is concerned about cultural transmission as well as cultural transformation. In this article she observes, "In its broadest sense, education is the cultural process, the

way in which each new-born human infant, born with a potentiality for learning greater than that of any other mammal, is transformed into a full member of a specific Human Culture".

Recently, the new education policy released by the Government of India is in the news because many major changes have been made in it, hence it becomes necessary to intellectually discuss this policy in the academic circles. It is clearly written in the introduction of this education policy that education should build character, develop morality, logic, compassion and sensitivity in the students and also make them capable for employment. This education policy indicates that the education system is in favour of developing human qualities in children as well as developing quality education so that they can become self-reliant and have an organized personality. Along with this, a target has also been set to establish an equitable and inclusive education system by the year 2040.

It is also true that democracy in education can be strengthened only if the policy made for the development and expansion of any nation and the academic world is implemented after debate in the Parliament and Legislative Assemblies. There is no doubt that the objective of this policy is to provide education to all children from primary school to secondary level, which is a commendable step. To replace the 10+2 format of school curriculum with a new curriculum format of 5+3+3+4 for children aged 3 to 8, 8 to 11, 11 to 14 and 14 to 18 years respectively. The format of 5+3+3+4 is suitable considering the current conditions but the intention of linking a 3-year-old child to school is beyond comprehension. According to this logic, doing this will prove to be an important step for the mental development of the child. Whereas doing so could signal the end of their childhood. Every stage in human life comes only once and every stage has its own importance, in every stage man naturally learns a lot which remains a part of his personality throughout his life. Therefore, it is necessary that no stage (childhood) should be allowed to be destroyed because the end of naturalness develops artificial personality and as a result that artificiality is also visible in the social environment and social relations. Similarly, giving skill training to students from class 6

onwards will also be a step towards ending childhood. Putting such burden on children before their time and age can challenge their creativity and imagination and can create captive mind in them.

The tri-lingual formula will be synonymous with burden on students but teaching in local languages is a good step which will promote de-colonization of education. Gradually, local languages are becoming marginalized because in the era of globalization, the importance of English language has been established, whether it is a job or any competitive examination. As a result, local languages are on the verge of extinction, hence giving place to local languages in education can be called a commendable step. On the other hand, the idea of giving admission to foreign universities in India seems to be a contradiction in this policy. Efforts to promote local languages in education on the one hand and entry of foreign university campuses into India on the other hand will lead to corporatization of education thereby making a large section of students subject to unequal competition. Because foreign universities will not provide education in the local language but in English language. There are many other aspects in this new education policy which are under doubt, such as to what extent it should be considered correct to evaluate teachers by students and by others, because no debate or controversy will be allowed on this. Would this not be an attempt to suppress or intimidate teachers?

Another important aspect is that this policy aims to increase government expenditure on education from 4.43% to 6% of GDP. In today's situation, it cannot be called sufficient, although it was suggested in the education policy of 1986, but today it is not sufficient, there is a need to increase it, only then the goals of the new education policy can be achieved. In the new education policy, a target has been set to achieve 100% gross enrolment ratio from pre-school to secondary level by the year 2030. NSSO According to the 75th round survey of India, the number of out-of-school children aged between 6-17 years is 3.22 crore. Lack of regular teachers, lack of basic resources in educational institutions like clean drinking water, toilets, libraries with modern resources, reading rooms, long distance from home and unsafe environment of schools etc. are the aspects which force

students to leave their studies midway. According to the Ministry of Human Resource Development, every year 16.88% girls leave school after 8th class. A survey (NSSO) revealed that the major reasons for girls dropping out of school are marriage at an early age, being away from school and being involved in household chores. Moreover, unsafe school environment is also a major reason for girls dropping out. In such a situation, until these problems are not solved, girls will continue to be forced to leave school. Every day it is seen in newspapers that school teachers, peons, bus drivers etc. misbehave with girl students, due to which parents of girls are afraid of sending their girls to school.

The policy also mentions that students will be taught the importance of 'doing what's right' at an early age and will be given a logical framework for making ethical decisions. Here the question arises how? On one hand, to connect with online education, children are given modern technology (computer/mobile) on which they are free to see, hear and do anything and it is also a fact that visual media is more powerful than audio media. Media has the greatest influence on the minds of children. In such a situation, teaching the difference between right and wrong or teaching aspects of morality comes under doubt. There is a need to focus on the statement of social scientist Margaret Mead when she says that 'Teach children how to think, not what to think'. It is true that values are not taught but through behaviour we make them a part of our personality. We start telling these values right from the primary classes and include them in the curriculum, but do we explain these values like gender discrimination, secularism, caste and religious discrimination, equality, social justice, democracy, socialism etc. correctly?

The policy also points out that 85% of the brain develops by the age of 6 years. It may be possible that intellectual development is possible but socio-cultural understanding, critical vision and reasoning are impossible to develop at such a young age. Because till this time his interaction with the social environment is not much. For personality development, not only physical and mental maturity is necessary but also socio-cultural maturity is necessary. Therefore, based on this

argument, it cannot be said that it is right to be in favour of children entering school or skill training at a young age. According to Neil Postman ‘the reason why students are demoralized, bored, and distracted is not that, teachers lack interesting methods and machinery but that both students and teachers lack a narrative to provide profound meaning to their lessons’.

Emphasizing research work has been considered an important objective of higher education and this has also been kept in mind in this policy. Therefore, to promote a strong research culture and research capacity for conducting research, there is also mention of the establishment of the National Research Foundation (NRF) as an apex body, which will be governed by a Board of Governors independently of the government. But here a question arises that will this foundation have control over the research topic and research methodology? Will researchers be forced to choose only those subjects favoured by the government for research? If this happens then it will be a big challenge for academic autonomy. Also, multiple entry and exit system has been implemented for the first time. If for some reason a student is unable to study further after studying engineering for four years or six semesters, then he will get a certificate after one year, a diploma after two years and a degree after three-four years. The reasoning behind this has been that it will greatly benefit those students who leave their studies midway due to some reason. But the question is whether he will be able to complete the entire course of 3-4 years in one or two years? or will he be able to become fully proficient in that course? or will he be able to get only certificate and diploma pass label? What will be his future prospects on the basis of this qualification? All these aspects have not been mentioned clearly yet. It is also clear that the autonomy of teachers, students and educational institutions is doubtful.

Conclusions:

Keeping all these aspects in mind, there is a need for a comprehensive debate on this new education policy. Otherwise, no matter how good the objectives of this policy are, its consequences cannot be imagined.

Michel Foucault discussed that 'knowledge is power' i.e., the one who has knowledge is powerful and on the contrary, the one who does not have knowledge is powerless and exploited. Or it can be said that if everyone gets knowledge then everyone will become powerful. If this happens then the establishment of an “equitable and exploitation free society” can be imagined. But is the new education policy capable of doing this? This fact cannot be denied that knowledge is an important source of social power. Expansion of knowledge intensifies aspects like technology, social power, dynamism of culture, comprehensive understanding of the environment, opposition to exploitation and oppression.

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