

CONTEMPORARY INDIA AND EDUCATION

UNIT 2 - UNDERSTANDING THE SOCIAL DIVERSITY

Social diversity, Meaning and definition-Education for understanding the social diversity in India- Levels of social diversity: Individual, regional, linguistic, religious, caste and tribes- Role of Education n creating positive attitude towards diversity - inter disciplinary nature of Education philosophy, Psychology, Sociology, Anthropology, Politics, History:

Social Diversity

Meaning:

It means differences among people. Differences may be biological, religious, linguistic etc....

Definition:

In a Social organization, the term usually refers to the range of personnel who accurately represent minority populations and people from varied backgrounds, culture, ethnicities and viewpoints. – **BARKER 2003**

Levels of Social Diversity

India is a large country with different geopolitical conditions in different parts of the country. Every geographical region has developed its own language and culture.

1. Individual diversity:

It means understanding that each individual is unique and recognizing our individual differences. These can be the dimensions of race, ethnicity, gender, socio-economic status, age, physical abilities, religions, political beliefs or other ideology.

2. Regional diversity:

India is a large country with huge geographical variations. It is a combinations of geographical and cultural identities and regional consciousness invariably evolves from these characteristics.

The factors causing regional diversity in India as follows:

a) **Geographical Factors:** The topographic and climatic variations, along with differences in the settlement pattern induce in people the concept of regionalism.

b) **Historical and Cultural factors:** The historical and cultural components interpret regionalism by the way of cultural heritage and historical traditions.

c) **Caste and Religion:** Caste system and religion in Indian society play only a marginal role in causing regionalism. When caste is combined with linguistic or religion, it may cause regional feelings.

d) **Economic factors:** In the present times, uneven developments in different parts of the country is the prime reason for regionalism and separation.

3. **Linguistic Diversity:**

Linguism is a division among the member of a society based on language. Because of Psychological causes, people of a particular region are attached to the regional language which is their mother tongue. They are not coming forward to learn another Indian language. It reflects the life of the people who speak the language.

4. **Religious diversity:**

India is a multi-religious country. It is a secular state. Religious diversity has been a major source of disunity and disharmony in the country. In India sometime people forget the national unity and express their loyalty more towards their own religion.

5. **Caste diversity:**

India is a country of castes. Caste refers to a hereditary endogamous status group practising a specific traditional occupation. There are more the 3000 castes in India. There is a diversity between low caste and high caste system.

6. **Tribal diversity:**

Tribal culture of India, their traditions and Practices interpenetrate almost all the aspects of Indian culture and civilization. Each of the tribes is a distinctive community either migrated from a different place or the original place of the land. These various tribes still live in the different parts, especially the seven states of the north eastern region and almost each and every nook of the country.

EDUCATION FOR UNDERSTANDING THE SOCIAL DIVERSITY IN INDIA

The following reasons may be suggested for inclusion from the Educational content:

1. In schools regional languages must be included and along with regional language, other languages must be made familiar.
2. History of India must be propagated.
3. Travelling around the country as an educational trip must be encouraged in order to know the customs and cultures of the people in other parts of the country.
4. Influence of regional political parties in education must be prevented.
5. Teaching and learning of history must be made compulsory.
6. Education must propagate national integration.
7. Interest to learn many languages must be encouraged.
8. Co-curricular activities such as competitions, games and dramas promoting respect for various languages and religious should be encouraged.
9. Educational system must emphasize the nature of our culture and inculcate secularism and scientific temper among young students
10. Curriculum must be free from religious bias.
11. General activities of schools such as general assembly and celebration of festivals must be irrespective of any religions.

INTERDISCIPLINARY NATURE OF EDUCATION, PHILOSOPHY, PSYCHOLOGY, SOCIOLOGY, ANTHROPOLOGY, POLITICS AND HISTORY

Interdisciplinary nature of Education

- Interdisciplinary refers to the combination of two or more academic disciplines into one activity.
- Students learning in this way are able to apply the knowledge gained in one discipline to another different discipline as a way to deepen the learning experience.
- Kockelmans defines the term interdisciplinary as, “to solve a set of problems whose solution can be achieved only by integrating parts of existing disciplines.”
- All later attempts at defining this concept always came back to the need for the synthesis of two or more disciplines, and the idea of a problem that cannot suitably be resolved with a single approach, allowing to construct new ways of creating knowledge.
- The need for interdisciplinary idea arises from the ever increasing complexity of the problems to solve, and modern challenges are very much interdisciplinary.

Philosophy

- The study of fundamental nature of knowledge, reality and existence, especially when considered as an academic discipline.
- The word ‘Philosophy’ is derived from two Greek words, ‘Philos’ and ‘Sophia’. (‘Philos’ means love, ‘Sophia’ means wisdom).
- Person who goes in search of wisdom or truth is called a philosopher. (Ex, Socrates, Plato).
- Spencer – “Education is complete living”.

Philosophy and Education

- Both are closely inter-related.
- Education is the application of philosophy or philosophy of education is applied philosophy.
- It is the application of philosophy to the study of the problems of education that is known as philosophy of education.
- Philosophy and Education walk hand in hand.
- In this relationship, philosophy and education are reconstructive. They give and take from each other in an ebb and flow of thought and action. They are means to one another and ends. They are process and product.

1. Education tries to realise the goals which philosophy has set.
2. Philosophy is the contemplative side of life and education is the dynamic side of life of an individual.
3. Everything has means and end and it is philosophy, the end and education the means.
4. “Education is the dynamic side of Philosophy”- Adams
5. Philosophy makes and creates aims and goals in human life and without philosophy, education lacks aims and goals.
6. Great philosophers have been great education thinkers
7. Education is the practical side of philosophy.

Psychology

- According to B.F. Skinner, “Psychology is the science of behaviour and experience”.
- Psychology is derived from two Greek words, ‘Psyche’ (meaning soul) and ‘logos’ (meaning science). So, Psychology is the science of soul.
- Psychology is the scientific study of mind and behaviour. Psychologists are actively involved in studying and understanding mental processes, brain functions and behaviour.

Educational Psychology

- It is the branch of psychology in which the findings of psychology are applied in the field of education.
- According to Skinner, “Educational Psychology deals with the behaviours of human beings in educational settings”.

Nature

1. **Educational Psychology is a Science:** Like any other science, educational psychology has also developed objective method of collection of data. It aims at understanding, predicting and controlling human behaviour.
2. **Educational Psychology is a natural science:** An educational psychologist conducts his investigation, gathers his data and

reaches his conclusions in exactly the same manner as a physicist or a biologist.

3. **Educational Psychology is a social science:** Like a sociologist, economist, anthropologist or a political scientist, the educational psychologist studies human beings and their sociability.

4. **Educational Psychology is a developing or growing science:**

It is concerned with new and ever new researches. As research findings accumulate, an educational psychologist gets better insight into the child's nature and behaviour.

Sociology

- The study of development, structure and functioning of human society.
- Sociology is the study of social life, social change, and social causes and consequences of human behaviour.
- According to L.F.Ward, "Sociology is the science of society or of social phenomena".
- Sociology is the scientific study of human society and social behaviour.
- Auguste Comte, a French social thinker and traditionally known as 'Father of Sociology', has coined the term 'Sociology' in 1839.

Nature

1. Sociology has developed as a value free discipline
2. Sociologist analyses society from different angles and acquires knowledge about society and patterns of social interactions.
3. The ultimate goal of Sociology is to acquire knowledge about the society.

Sociology of Education

- 17th writer August had developed this. Many scholars expressed their opinions and thus the literature on the subject began to grow rapidly.
- Later sociology literature was made compulsory.

- The aim of education is to turn every individual into a useful citizen of a democratic state.

Anthropology

- It is the study, analysis and description of humanity in past and present.
- Anthropology is the scientific study of all aspects of human life and culture.
- It is based on three key concepts – society, culture and evolution.
- The term ‘Anthropology’ is derived from Greek words, “Anthropos” (meaning human) and “logia” (meaning study). It is the study of humankind.

Anthropology and Education

- The discoveries of anthropologists have helped and assisted us to understand human beings and our progress in holistic manner.
- Goals of anthropology are to apply anthropological knowledge to help prevent or solve problems of living people.

Social anthropology and Cultural anthropology: It studies the behaviours, values and norms and also teaches us what kind of behaviours are normal and what are abnormal.

Linguistic anthropology: Makes us understand how language plays an important role in society.

Physical / Biological anthropology: It deals with human evolution and variation.

Archaeological anthropology: It deals with attempts to reconstruct the cultures of the past through material remains.

Political Science:

- It is the study of nature, causes and consequences of collective decisions and actions taken by groups of people embedded in cultures and institutions that structure power and authority.
- Aristotle is known as the father of political science.
- The term 'Politics' is defined from the Greek, the science words, 'polis' (meaning -the city).
- Politics therefore meant to an ancient Greek, 'the science of the city-state or pertaining to the state of the Government.'

Education and politics

- As an academic discipline, the study of politics in education has two main roots. The first root is based on theories from political science, while the second root is anchored in organizational theory. Political science attempts to explain how societies and social organizations, use power to establish regulations and allocate resources. The relationship between education and politics is important.
- Politicians offer a vision of the sort of society they want and education has been one of major means of achieving it.

History

- It is the study of past events, particularly in human affairs.
- Smith VS: The value and interest of history depend largely on the degree in which the present is illuminated by the past.

Education and History:

- To understand schools, we must view them from a historical perspective.
- It tries to explain how the history of humanity has led to the development of schools, as we know them today.
- To have a clear understanding about the contemporary education, it is necessary to have a clear understanding about the historical aspects of education, the educational policies and reforms in India.
- Hence, the study of past education, guides the future aspects of education.