



Education for social cohesion

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Abstract

The society is the actual place where it is being needed actual support to get engaged in different progressive and developmental activities for growth and livelihood. The social cohesion is adopted from the connection among all the people of a particular society. To have smooth functioning in this area of the society there is a requirement of appropriate collaboration between education and the people of it. It is being seen having different collaborative support and also expects further more assistance. Always education is being considered an appropriate tool to accomplish this ongoing requirement of society. The learner should strengthen social cohesion as part of the main value during their academic studies. Besides that, the other different institutions like NGOs, schools, colleges and skill-building organizations are imparting different useful skills in the people and upbringing and mobilize their capacities in the society. Moreover that it also requires a sustainable development besides all these supports to achieve this particular goal. So this paper tells about the different factors that contribute to strengthen proper cohesion in society.

Keywords: cohesion, sustainable, accomplish, progressive and development

1. Introduction

In this paper, we will see the connection of educational cohesion from the context from the point of sociology. As we know that education is only the tool that is accepted as a tool which can take society to the paramount and foster the present society.

In 2001, the term cohesion has been seen the political documents. This term has been used in different policies around the world. Education has been used as a tool and cohesion and being given training in order to preserve the society in the future generation. Since the starting time of the 20th century, there has been a systematic inquiry into the actual constitution of society and the different agents of sociology. The relation of the educational organizations has represented the actual society and the objectives have been to understand the relation of the parts, institutions that involved the whole. The term social cohesion makes the people alert, but the maximum time it has not been clarified about the term cohesion. The term cohesion refers to the balance and stability of the society goes on regardless of the degree of its variety. The other one is to identify the actual ties which bind individuals, especially in highly scattered societies. An integrated society displays a coherency, briefly described by the philosopher HOBBS as the 'war of all against all'. Hence the prominent question is what structures and in what ways society is bonded together. Here, we are going to see how education plays a role in term of cohesion. How does it maintain social balance and how affect its cohesion? The paper following the definition of cohesion in the literature and history of education system included ways by which social cohesion is affected, and also a few remarks of theories.

2. Defining social cohesion

2.1. Definition of Social Cohesion

Social cohesion has been the subject of investigation in different disciplines and is approached from diverse angles

and points of view. The common difficulty is twofold, to provide an all-encompassing and agreed-upon definition of social cohesion, and to account for the phenomenon at the same time. This is not to underestimate the scientific endeavour; on the contrary, our point is to accentuate that cohesion is a concept highly abstract, referring to numerous as well as diverse social processes that work simultaneously to produce the balance and relative stability a society has reached. The concept cohesion points to a level of analysis that customarily issue 11. is called macro (see Green, Preston & Janmaat, 2006).

The 'Social cohesion' has been studied in three different ways: individual, group and a macro level (Friedkin 2004: 410, Green & Preston, 2001) [2]. At the level of the individual, studies focus on characteristics of people that facilitate their societal participation, for example being a member of an association, labour-related and/or doing voluntary work. At a group level, studies focus on ties holding members together in such a way that the group holds even when some of the members leave it. These two levels form a field of study mainly examined in the discipline of social psychology, using other concepts as well. The concept of 'relational cohesion', for example, is employed to study the different situations under which individuals are engaged in a particular group. The answer tells to positive results of individuals equally taking part with each other. (Lizardo, 2010).

Cohesion is understood in the context of society, and it is taken by the Geographers; they emphasize this cohesion in society. Hence attention is given on a mechanism that fosters continuous inclusion of groups and individuals as well. The belonging concept is and being respected and these two are recognized as two mechanisms. An individual has been targeted as the force and threatens the social cohesion.

At the broader level, it is agreed that equity, democracy, justice, tolerance, and trust contribute to the society to bring

social cohesion and also in the educational institutions which not only promote but also put the principles into practice. The educational institutions play a significant contribution for bringing cohesion by socializing and providing students with cultural and social capital that are very important means to fully act in society.

3. Objectives of the Study

The following are the objectives of the study:

- 3.1 To comprehend the history of social cohesion,
- 3.2 To identify the factors responsible for strengthening social cohesion

4. History of Social Cohesion

Intensive forces have been applied in the market and state to maintain proper social cohesion and the market and the state were changed by the force seeing the changing demand. Tönnies (2001) claimed that this change happened by changing from 'Gemeinschaft' to 'Gesellschaft'. Within the 'Gemeinschaft', human associations were based on traditional ties of family and close relationships within small-scale communities in a shared space, enjoying cohesion and fulfilment. 'Gesellschaft' characterised the modern society and foresees increasing societal flexibility through reduced government and regulation and an extension of individual rights and choices through the market. Cohesion sees here mainly on shared material aspirations that are kept by economic progress and increasing personal opportunities (Green, Preston & Janmaat, 2006). The bases of social and economical relationships in modern society are anonymity and individualisation, rationality and efficiency (Komter *et al.*, 2000).

However, such changes were seen to be inevitable, they did not guarantee that social cohesion would prevail (Green, Preston & Janmaat, 2006) and education also had a key role to play. Durkheim (1998) describes in his book that to realise social cohesion, society requires a degree of homogeneity. He states 'Education perpetuates and reinforces this homogeneity by fixing in the child, from the beginning, the essential similarities that collective life demands'.

Heterogenic society in ethnic and socio-economic terms is one of the most challenges to social cohesion. At present most of the authorities see there is a mixed social balance that is a good strategy to make social cohesion. This mix will increase the tolerance of groups (Dekker, 2006).

5. Institutionalising Education and the Cohesion to the Social Order

At this era, every child attends school to be educated and it is quite compulsory for all. This education system has been established in the 18th – 19th century in the western world. Education system exists in all the societies but all the people did get opportunities to get it.

All the prominent institutional are putting and effort for the social development from the 18th century. This implementation of educational tool is being used for having better human character. Poverty and criminality are due to lack of the two reasons; one is human character and social conditioning. The better education system can solve both i.e. human behaviour and well equip individuals with proper knowledge. The education system and tool have been considered an inexpensive way for any social issue.

The institution provides an opportunity for the state to exercise 'control' on individuals and is being done by teaching the elements of a common culture and national identity. The education system has been called as 'massive machine of social control' by the Historians. Related to this is the thesis put and defended by many people that education these days achieve is different and contradictory, which have as an effect to give both to the continuation of the present status quo (by using other means) as well as to its transformation with peaceful means. The function of education is to focus on analysis on a previous task and to conclude that education may be both conservative and progressive by design (Kantzara, 2008, 2010) ^[6].

6. Education and Economic Relations

It has been seen that there is an existence of harmony among social scientists and politicians about the natural values of social cohesion as it maintains a peaceful environment and also facilitates social co-existence and progress. Some of the critics said that there is inequality as an intended consequence of striving at social cohesion. The same institutions of social relations can be seen in the future if the present education system contributes to preserving that to exist. On the basis of inequality, social relations are measured and implemented. The functioning of the education system has been the next source based on which social cohesion has been decided and as per Marxist maximum people argued that education contributes to sustaining the present societal arrangement. According to Althusser (1987), a French philosopher, education is part of the 'ideological state apparatus' which preserves present social system. This is being achieved by the teaching good manners and the dominant ideology to pupils. The dominant ideology legitimizes the present social structure as democratic and in the other hand education allows but a few to move on and the rest who fail to pass are made to believe that it is their fault due to which failed in exams. At this present time, this comment seems outdated and now the education system had acquired the target of assisting the learners to understand and accept the social positioning of their origins. The public believes in a neutral social institution that functions impartially because the work of education is not only learning but evaluating the learning and granting pupils the obtained educational titles and in their turn titles are important in social life because they carry many meanings and promises, securing labour, help to come up socially facilitate occupying positions of power. The Marxist philosophy makes a significant space in the sociology of education. Socialising and choosing learners; two functions of education, mean that students are socialized into accepting their inferior social statuses and are directed into accepting labour according to their status of origin and the possibility of upward social mobility is but up to certain level.

7. Education towards Social Cohesion

The long term aim of the UNESCO is the progress of a clear structure of education for democracy and peace and social cohesion. The formal, non-formal and informal education are done by the present system of education and a culture of social cohesion and democracy are to be done by the efforts of the educationist, families, intergovernmental and non-intergovernmental organizations. In one's whole life education and the activities side by side go hand in hand and

all three ways of education i.e. part-time, fulltime and own time should be implemented in every state and every sector of education. A school's learning process should be done by the education system and it should be part of the entire process of the society that can cover the holistic development of a child. For professional development, education should be given responsibility where every individual as a teacher and as a student and we need to ensure that every individual is given proper education without any discrimination and to implement that there is need of all useful support and facilities. We also need to merge the non-formal education system to create a new system of education which will contribute to both the sectors and also remove the weakness in isolated sectors.

8. Education and Relation of Power

These approaches are based on Weber and he displayed in his historical studies on major religions that the ideal traits of the personality to which learning aims are similar to those who occupy positions of power. These days with the bureaucratic state and the concomitant secular power, the ideal that is promoted in education is expertise (Weber, 1948, 1973). Recently, Collins' approach utilizes Weber's insight as follow and he (1979) argues that educational headings are becoming a 'currency' in society, for which can be exchanged for privileges; at the same time, educational areas are taken as a 'credential', because it replaces previous nobility areas which recognize the personality of an educated person who acquired that makes him proper in the present positions. The higher group use these qualifications to control the entrance of new members in the group and as per Marxist and Weberian approaches, one can't visualize them. This link between the kind of power and positions established in the society seems open to fair competition. The powerful people are expected to be capable. The present institutions put a mask on the present learners. Nowadays, competition has become a compulsory part of the present education system. The education produces future citizens and it is considered to be an impartial institution. To sustain the social cohesion, there is a need of having equality and to do so as per the critics, the institutions are playing a vital role to sustain the stability in social cohesion.

9. Human Right Education

Protection of Human Right Act, 1993, has been introduced by the Government of India to foster the culture of human rights. It sees the execution and infringements of human rights which includes social cohesion and besides NHRC works for giving training and environment building for human rights. A policy has been taken to have a dialogue with the Ministry of HRD and NCERT as well as State Governments to have the human rights at various levels of schooling and the source study materials prepared by NCERT on human rights so that all the learners can have and understand on it. Pre-service and during service stages by NCERT was prepared for training. To inculcate genuine sensitivity to and understanding of rights, a review was done to remove prejudicial texts from the materials. Human rights are put in the undergraduate and postgraduate courses shared by the UGC and VC etc and also there has been an emphasis on training and orientation to have sensitization them to human rights.

10. Contribution of Education

In nature, social cohesion in education is interdisciplinary and it integrates the subject like Sociology, Science, Economics, Management, Education, Commerce, Geography, Philosophy and History etc. The society and the present system did not recognize the benefits of social cohesion in cultural development in India the faculties of Social Science and Science do not like to take initiatives for sharing the different tasks and all the teachers think that this cohesion is not part of this curriculum. As per some good educationists, education is not for them in which people are not so much knowledgeable. It should teach all of us in ways in which we do not follow or act. Social equilibrium and stability have been denoted social cohesion. Education plays a significant role to make capable of various skills with the help of which people become skilful in those areas and earn for their livelihood. Education is contributing to retaining social cohesion and peach for a longer time. With the help of these ways by which education should provide to social cohesion and all of these should make of the social and legal principles, making good citizenship, obligations of political leaders, behaviour expected of citizens, and results for not to adhere to principles. To teach or foster tolerance and have actual work of voluntary action consistent with social norms can be taught in schools and are also expected to create an environment to experience from different fields like hallway, schoolyard, playing field or bus. The appropriate environment can be created for the learners to gain experiences from the curriculum, its culture, and social capital of its surrounding community. There is a need for belief among the strangers while building social cohesion both formal and informal social contracts by the role of proper education. All the institutions operate efficiently if education is given properly in schools and institutions. In different working places become compromised when the learners see biased and unfair systems in schools. With the help of public support and consensus, the school system gets succeeded and so the ability to adjudicate differences over educational objectives.

11. Role of Higher Education

In the different Universities of India, social cohesion education can be introduced at a higher level and there is social cohesion for the human right in the higher education institutions in India. There are few suggestions given and does come under the purview of the social cohesion:

- There can be a survey on awareness of human rights in different college and university learners, school teachers, students, SC, ST population etc.
- Exhibitions can be organized on different aspects of the constitutional provision and their violation.
- Organizing exhibitions on the different aspects of constitutional provisions and their violation.
- Evaluating of textbooks in the light of human right violation.
- Evaluating classroom activities of the facilitators in the light of the right of the child.
- Seeing newspaper on violation of human rights.
- Knowing the issues concerning non-enrolment of the learners in school.
- Having one-act plays, street drama showing different aspects of human rights.

- Arranging public meetings in the locality to develop an awareness of the public on human rights.
- Learning various religious practices and activities of God-men that violate human rights.
- Knowing the issues of the girl students in coeducational institutions.
- Knowing the issues of women teachers in different schools and universities.
- Revisiting the revision for equal opportunity in education.
- Learning the conditions of work at home and other worksites and knowing the superstitions of the local places.
- Making available of human rights education.
- Knowing the NFE program i.e. to the rights of the child to get a basic education.
- Knowing the extent of physical punishment given in schools that dissuade a child from attending school.

12. Conclusion

The education system that is being adopted around was introduced in Eighteenth and Nineteenth-Century around the world. There is a positive influence on the capability of a country to become more socially cohesive and education has a great role in building cohesive societies. Social and the knowledge obtained by education are interrelated. With the help of knowledge, all of us learn how to preserve our society for the future and it also maintains the social order. Through only education, we cannot have proper cohesion. Some other areas work towards joining the people, engaging and trusting and it assists in the formation for the national identity at the individual level. Education supports to make common norms and values. To have better social cohesion there is a need for equality of education and knowledge given by education and the social cohesion are interconnected to each other. For developing the future generation, education contributes a lot to progress the entire society and the world as well. There are some areas which need to be modified to move towards a better and integrated society. So there should be a few concrete contributions keeping that in front of all of us to accomplish in academically.

13. References

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