

Education as Cultural Domain of Society

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ABSTRACT

Education gives the basic power of adjustment to live properly in society. Within the system of education there are some specific trends like the existence of cultural aspects. Cultural focus becomes not only the most valuable arena of education, but it also encourages debates within this sphere. The study will be mainly based on secondary materials like books, journals, newspapers and so on. A small survey is done by the researcher to analyse the situations of education now. The views of 50 respondents are considered in this aspect. The samples of the survey are selected on the basis of purposive sampling method. The objectives of the study will be – 1] to elucidate the elementary frame work of gendered version of education and 2] to analyse the socio –cultural aspects in considering education as a cultural domain of society. Gender discrimination in educational scenario is defined by differences in educational opportunities and expectations on the basis of gender. Conservative outlook is still related with preference on education of boys in comparison to girls. As a consequence of abolition of persisting inequalities in holistic social formation, equivalence in every sphere of gendered space can be perceived in existing context of society. Education as an institution is connected with equality in theoretical as well as practical scenario along with similar chances for everyone irrespective of their gendered existences. Through the equal positioning of individual, broader perspective can be established with new belief system in education. This will ultimately take appropriate shape by the promotion of innovative ideas. Educational success is related with moral ideals. The innate tendencies, needs and interests of the children can be flourished through the education. Educational venture should also be successful when it can be connected not only to psychological development, but with a new focus of practical connection with societal matter also.

Keywords: Education, Gender, Culture, Equality, Society.

Introduction

Education is the base of the society. Education gives the basic power of adjustment to live properly in society. Within the system of education there are some specific trends like the existence of cultural aspects. As a matter of discussion, gender plays a very significant role in the educational sphere. Due to conservative outlook the aspects of gender difference till today are operating visibly. Gender equality should be prevailed here as a practice for attaining societal equilibrium. Cultural focus becomes not only the most valuable arena of education, but it also encourages debates within this sphere. Uses of code and language can be understood as an interesting domain of analysis. Culture is acquired or transmitted in true sense of the term. Communication through knowledge is part and parcel of teaching method. Hence all other aspects of culture are intrinsically and extrinsically linked with major propositions of cultural traits. Apart from specific aspects of cultural scenario, symbolic communication plays an

important role in this sector. Teaching is linked with several symbolic operation. Thus, a clear connection can be established between teaching process and cultural traits. It is also said that human beings are distinguished from all other animals on the basis of culture. Education can be recognized as an aid for this kind of distinction.

Methodology

The study will be mainly based on secondary materials like books, journals, newspapers and so on. A small survey is done by the researcher to analyse the situations of education now. The views of 50 teachers are considered as respondents in this aspect. The samples of the survey are selected on the basis of purposive sampling method. The objectives of the study will be – 1] to elucidate the elementary frame work of gendered version of education and 2] to analyse the socio –cultural aspects in considering education as a cultural domain of society.

Gender and Education

Gender discrimination in educational scenario is defined by differences in educational opportunities and expectations on the basis of gender. Conservative outlook is still related with preference on education of boys in comparison to girls. In most of the cases, the education of boys is preferred over girls' education from the point of view of family. Family resources are directed to boy's rather than girl's education. Girls are engaged in conventional academic disciplines. Gender discrimination is not biologically determined. Socio- cultural factors are principal determinant of differentiation. Gender Sensitization means steps for eradication of practice of gender discrimination by professionals in the periphery of educational aspects. Perseverance of gender discrimination in the institutions is also associated with this. Everyone can be beneficiaries of gender sensitive education system irrespective of gender differences. Gender awareness necessitates understanding, compassion and broad- mindedness and these qualities are reflected in effort and practical application. This approach is associated with definite perspective as well as distinct paradigm.

Gender equality can be viewed in terms of a 'relational process' playing in the sphere of educational systems. The norms and values institutionalized within the system must be pointed out consciously. 'Gender equality' can be discussed into its constituent parts with respect to indicators relevant to each component. For this purpose, Duncan Wilson's (2003) three-fold characterization of rights in education is truly relevant in this context.

The three-fold characterization of rights in education can be explained in following ways:

- Rights to education
- Rights within education
- Rights through education.

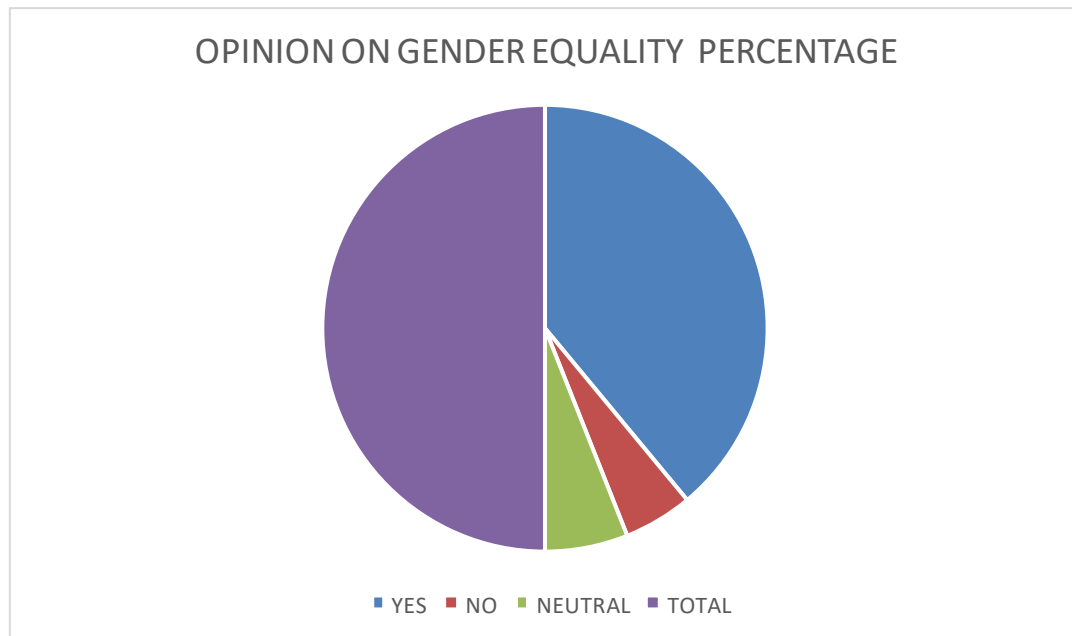
In this context some related concepts should be properly analysed.

As an ultimate objective, gender equality in education becomes the goal for the education system. This aim can be accomplished after establishment of equal chance in educational prospect for everyone irrespective of gender identity. They should receive equal treatment and advantage from educational system. Thus, it will be helpful to flourish their potencies. Consequently, they will be able to engage in several kinds of developmental activities focusing socio- cultural issues and similar fields. Equality in gender perspective implies holistic elimination of discriminatory attitude in every domain in life. This idea is applied to the field of education also. For successful execution of gender equality approach, there should be equal circumstances and chances for all. There is no special treatment on the ground of gender specificity. Promotion of a new value system can bring about a broader perspective on equality in gendering roles. A very important contribution is attached here to educational institution. Hence it will be possible to reduce inequalities in the field of education with proper execution of plans. Special emphasis should be given to the psycho –social differentiations of boys and girls in the sphere of educational attainment. Proper focus must be put on equal accessibility in the domain of education. Concepts like gender equality should be distinguished from gender parity as well as gender equity.

On the basis of the opinion of the respondents, it can be said that the aspect of gender equality becomes increasingly important now.

Opinion on Gender Equality

Opinion	Percentage
Yes	78%
No	10%
Neutral	12%
Total	100%

Primary Data Collected by Present Researcher May –June 2025

In the process of learning, **Gender parity** is the indicator of the ratio between boys and girls. In education gender parity can be achieved by equal representation and involvement of all irrespective of gender identity. This measurement can't be linked with gender equality. The gender parity index (GPI) is connected to EFA Global Monitoring Report. It is the calculation of the ratio of female-to-male value of a given indicator. The range between 0.97 - 1.03 implies the normal level of gender parity.

In the sphere of education **Gender equity** can be defined by the conditions or means to reach to the state of equality. This is not the final result. Special arrangement must be made for combating the age old disadvantageous social position of the people from getting proper chances and advantages in the sphere of education. Equity measures could be favourable for the girls in the context of empowering them. Simultaneously, these measures can give positive result to cross over the barriers of hindrances of continuing effects of discriminatory aspects. They can go side by side with the boys by applying these measures. Positive discrimination' or 'affirmative action' can be taken as the examples of equity measures. From the rationalist point of view these are not fair measures but in reality, it is true that as a consequence of this kind of measures, implementation of equality can be possible to apply. Giving scholarship for the girls can be seen as an inducement for encouraging their access and participation in the field of education. The transition from primary to secondary level of education should be the most sensitive period for searching gender disparity. The rate of drop out from schools for the girls becomes crucial for their entry in the phase of adolescence. Gender roles become significant indicator here. The problems can also come with the boys also. Academic research indicates that there are some difficulties in calculating the impact of learning in the areas of subject divisions. A problematic categorization of gendering in terms of masculinity and femininity can be related with this debatable issue.

There are several aspects of entry of gender difference in education. This differentiation is linked with cultural sphere undoubtedly. Gender typing occurs through the regulation of dresses of girls. School reading texts perpetuate gender images explicitly. It is also observed that girls on average do better than boys in school results. But the girls fell behind after that. Till today a clear disproportion can be marked in subject divisions. The spheres of science, technology, engineering and so on are still dominated by male students. Female students are more in numbers in arts and humanities like literature, history, foreign language, economics etc. In job related courses female students are entering in courses like catering, secretarial jobs. Sometimes teachers become gender biased in their performances. Fact shows that teachers – a) have higher expectations of boys than girls, b) ask boys more questions, c) give boys more helps and encouragements, d) allow boys to dominate discussions, e) underestimate girls' abilities and ambitions and f) are more tolerant of disruptive and unruly behaviour from the boys than the girls. Girls gradually socializes with the lesson that classroom is also a man's world which gives them lower self-esteem, ambition and motivation. These kinds of gender differentiation are also culturally motivated. So, the role of culture is extensively linked with the application of teaching method.

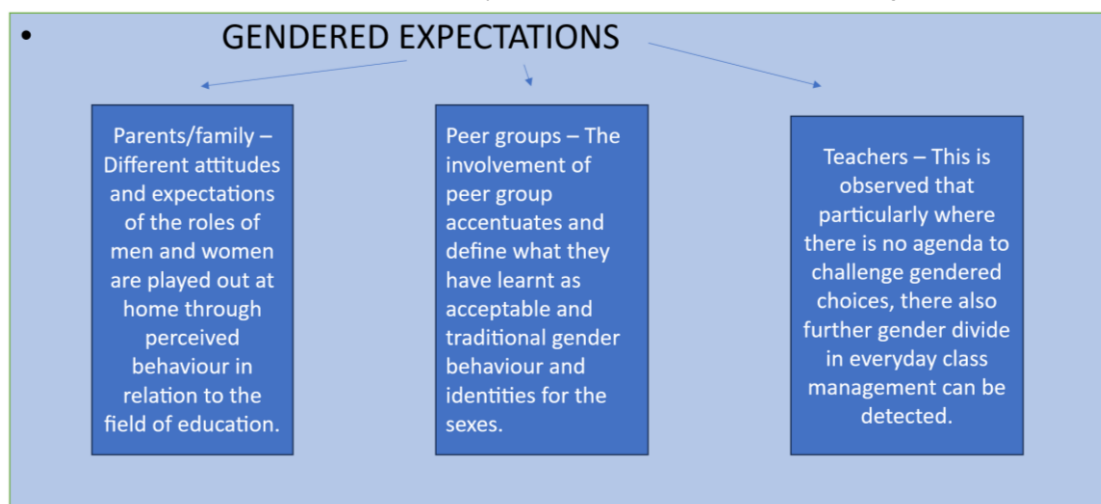


Diagram Prepared by the Researcher

According to scholars, research indicates that social pressure, conventional expectations on gender and communications of people become significant socio –cultural variables for discussion. In this context following factors are significant.

Other important concern regarding gender feeling in education involves with certain issues. Undistinguishable and universal teaching styles can be seen as a problem in the teaching of gender linked conventional subjects. Some crucial aspects are the interactions of teachers with students on the basis of gender, response pattern of students along with societal expectation, the structuring and functioning of formal and informal curriculum, stereotyped notion, actions and decisions. The yardstick of discussion must be appropriateness, expectation and acceptability of behaviour on the basis of gendered existence. In this age of cultural globalization media still are associated with conventional gender prospects and reinforcement of gender-stereotyped roles. Their understanding revolves around traditional behavioural pattern.

Education as Cultural Domain

Bernstein considered class differences on the basis of speech patterns and their relationship to educational attainment. Speech is an important medium of communication in teaching. Hence speech pattern can be seen as correlate to the educational attainment. He differentiated speech pattern into 'elaborated code' and 'restricted code'. Restricted codes are some kinds of short hand speech. According to Bernstein restricted codes are short, grammatically simple, often unfinished sentences. There is a limited use of adjectives and adverbs in this context. Gestures, voice intonation and so on are main expressions by which meanings and intentions are communicated. Restricted codes are operated in terms of particularistic meanings. These are tied to specific context. These codes are associated to very

particular group for usages. These are not explicitly linked with outsiders of the group. Elaborated codes are detailed analysis of meanings. It speaks out relationships and analyses which are naturally omitted by restricted codes. The application of these codes is not linked with particular context. So, these are universalistic in nature. Working class people are normally linked with restricted codes. Middle class people are habituated with elaborated codes. This theory analyses the role of culture in communication of educational aspects.

The Hidden Curriculum implies a curriculum incorporating the crucial and proper knowledge. This component is the most essential elements in teaching-learning procedure. Study materials, culture of classroom, process of appraisal and assessment and language are all parts of syllabus or course programme. All these are 'learned' in school. This learning is connected to the contexts of creating concepts, response patterns through the cognitive process of filtration. Subjective experiences are inevitable parts of the process of socialization. It is significant to comprehend the ways of the representation of gender in study materials. At the same time. It is also relevant to scrutinize the way of expressing these ideologies through everyday school practices and experiences. This is often termed the 'hidden' curriculum. [Manjrekar, 1999]

The overt and covert discrimination within the settings of schools should be identified with conscious effort. This kind of attitude arises out of unawareness and intensely entrenched ways of thinking on behalf of educational institutions involving the principal role players of educational institutions. Language, gesture, posture and action are manifestations of this kind of activity. In the matter of answering questions and taking responsibility more chances are given to boys than to girls. Girls are getting differential treatment in the participation of sports and physical activities also. Normally the intensity of difference is less in the sphere of education and cultural programmes.

Adaptation to the natural environment: Men have to adopt the natural environment for proper living. Several inventions and experiments are made for easy adaptation. The difference in the process of adaptation is the core of cultural difference in society. Role of education is significant in this context. Culture includes material as well as non-materialistic components. All of these help the individual to adapt to his/ her social environment. Hence, the benefit in communicating the culture to the child through education can be expressed with the traditions, customs, values and patterns of behavior of the concerned group. This knowledge empowers them to acclimatize to social milieu. This is the true contribution of socialization. It is observed that education depends on cultural environment. Educational success is related with moral ideals. The innate tendencies, needs and interests of the children can be flourished through the education. Educational venture should also be successful when it can be connected not only to psychological development, but with a new focus of practical connection with societal matter also.

Education can be connected to reflection of the social conditions along with its improvement. With the progress of science and technology the ways of life are also experiencing great alteration. 'Cultural lag' takes place if a gap exists between the reality of improvement and acceptance of people. So, education should be seen as an aid to adjust itself with the changing circumstances. Past can be evaluated through education and it helps to understand the present and prepare the people for future. Education supports to get motivation from the past, to exit in the dynamic present and to look forward for exciting future. The educational institutions exist to quicken the influence of the crucial aspects of culture which prevails in the society.

The goals and principles of the educational institutions are influenced by the values and patterns of the society. The curriculum is arranged on the basis of cultural traits of society. The system of education should focus on realization of the cultural requirements of society. It is reflected through curriculum which conditions all educational activities and programmes. Cultural traits and methods of teaching are closely related. The changing cultural patterns of a society apply its effect upon the methods of teaching. Formerly teaching was teacher centered where teacher used to give knowledge to the child. Now it has converted to student centered aspects. The teacher considers the requirements, interests, ability, attitude, inclinations, behaviour etc before teaching. Thus, education is a method of making child for the future for effective living. Cultural values have effect on the concept of discipline. The basic concept of discipline comes from educational institutions undoubtedly. Each and every teacher is imbibed with the cultural values and ideals of the society. The educational function is tuned with cultural acceptance. Success of a teacher is directly linked with the understanding of culture. As a miniature of a society, education is organized on the basis of cultural ideals and values of the society. Hence,

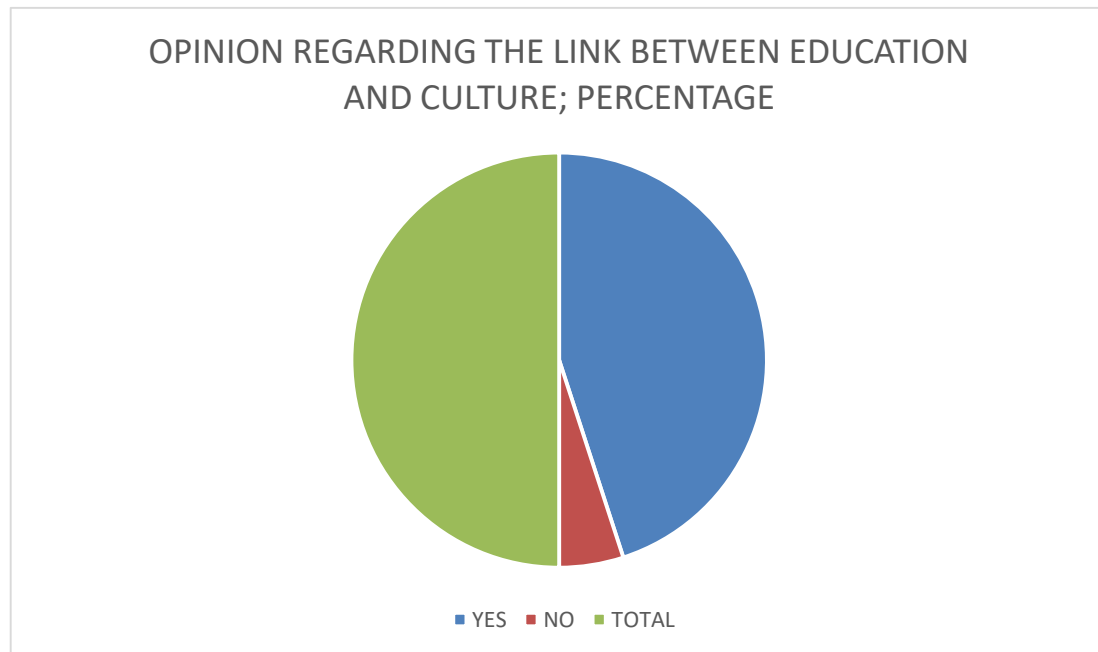
educational institutions can be perceived as the centre of promoting, molding, reforming, and developing the cultural pattern of the society.

On the basis of collected data, 90% of the teachers believe that education is linked with cultural aspects.

Opinion Regarding the Link Between Education and Culture;

Opinion	Percentage
Yes	90%
No	10%
Total	100%

Primary Data Collected by Present Researcher May –June 2025



Every society has a distinct culture of its own. Through the actions of education, it is possible to preserve the culture. The function of education is to convey social values and ideals to the next generation as capable members of the society. The function of education is to bring the desirable and required change in the cultural ideals and values for the advancement and sustained development of the society. Education maintains the continuity of culture through its varied activities and programmes. Thus, cultural incorporation and adjustment will enrich the composite culture of a society. Education aims at developing the personality of a child. Education is linked with diverse cultural patterns of thinking, behaviour and cultural values. With the help of those aspects, children are physically, mentally, morally, socially and intellectually develop with the growth of society to the extreme level. Thus, education and culture are interdependent and complementary to each other.

Geographical catchments areas of school are linked with local class structure undoubtedly. 'A well-known grapevine' exists which informs parents of where the better schools are; and in turn the parents of middle class children can afford to move their children into areas with these better schools.' [Macionis and Plummer: 2014] Research shows that cultures of schools differ greatly. Their reputation also varies. There is a tendency to categorize schools as 'middle class factories with middle class teachers with middle class values.'

In today's world there is a chance of having increasing number of students from diverse cultural and linguistic background in a single classroom. In this context multicultural education or culturally responsive teacher education can be viewed as solution. Now rethinking of traditional teaching approach becomes a necessity. It is also important to fix up guidelines for culturally responsive teaching method.

All the teachers have to adapt the required instructions and specific teaching styles in this matter. It should be remembered that curriculum, methodology and materials must be linked with the values and cultural norms of the students as a whole. So, the ideal teacher should take it as a challenge to play the role of reflective practitioner. They have to relate themselves with students and their families. There are several components of multicultural education. First, there is a need for developing cohesive and comprehensive multicultural curricula. For application of this kind of method teachers have to respond to the need of diverse learners and their families with the principles of creating new curricula. Second component is socio – cultural consciousness. In normal setting it is obvious that socio- cultural consciousness comprises the way of thinking, behaving and so on. This thought process is somewhat influenced by cultural complex like language, ethnicity, race etc. Teachers should critically examine this kind of identity not only of their own but of the students also. Teachers should go through a thorough inspection for the identities. They must confront all negative attitudes towards specific cultural groups. Third aspect is linked with affirming attitudes towards students. This attitude has an impact in their learning process, belief in self and so on. This method must be established on the basis of feeling of respect of several cultural differentiations. Fourth aspect deals with the role of commitment and skill to act as agent of social change. With this feature teachers can confront different barriers and obstacles to change the previous cultural specific orientation of education. Teachers should develop the skill for overall collaboration. Fifth component is linked with constructivist view. The approach focuses on the idea that everyone has the talent of learning. Teachers should have the knowledge about what students already know. Thus, they can easily frame out what the students need to learn. This mode of teaching includes critical thinking, problem solving, collaboration and recognition of multiple perspectives.

Self analysis and reflective thinking are parts and parcels of new mode of education. Three levels of transformation of curriculum are associated with this kind of teaching. First level deals with exclusive aspect which is in the lowest level. It represents traditional mainstream perspectives of diversity. The second level deals with inclusive aspect. It represents a combination of normative and nontraditional perspectives based on diversity. The highest level deals with transformed curriculum. It represents structural transformation as a whole. The exclusive level describes minor aspects of diversities. Gender and diverse groups are analyzed in relation to stereo types. In this context four 'f's are considered for proper description. These are food, folklore, fun and fashion. This component encompasses traditional mainstream experience and stereo types. Here strategically instruction incorporates lecture method, basic question answer and so on. Instructions are mainly teacher centric and examinations are mainly linked with objective answers. The inclusive level focuses on diversity of content though the approach retains the original traditional culture. Diversities are discussed here in comparison to dominant norms. Reading materials include diverse perspectives. There is significant place for social views. Various speakers are associated with this method. Wide spread assessment methods are followed. Teacher centric instruction is practiced here. Students are eager to construct their own knowledge with special emphasis to critical thinking skill. Transformed curriculum challenges the traditional views. It is related with reconceptualization with a thrust on new mode of thinking. Issue oriented approaches are encouraged. Here the student centred instruction is followed. Self-evaluation is done by student. Assignments are linked with real life situation. Students learn from discussion with each other. They define several concepts and analyze personal experience thoroughly. This kind of approach represents a shift of paradigm of thought process. Self-assessment and reflection techniques are employed for encouragement of sharing. The approach is associated with diverse perspectives, equity in participation and critical problem solving.

Culturally responsive teaching programmes include some specific components. First aspect is related with creating classroom community for the learners. With the help of cognitive process students can construct meanings individually. In this context collective participatory process is part of interaction. Students are also engaged in reflective learning as an application. Second focus is linked with simulation and games. Students participate in games and cross-cultural simulations to get an idea of socio-cultural differences. Students should be given the opportunity to interact with strangers from new culture. Third focus is on exploration of family history. Students can investigate family histories by interviewing members of the family. This feature will give ideas of cultural influences to the students. In the fourth aspect students can find themselves as members of different communities. This is a part of articulation of socio-cultural affiliation. Students can explore personal history in accordance with the idea of identity and values as the fifth component. Actually, modern teaching has an inclination towards multiculturalism because a dangerous spell of ethnocentrism can be a threat to universalistic aim of education.

To escape from the trap of ethnocentrism, multicultural perspective in education becomes the need. This is known as culturally responsive education. Considering this practical approach teacher can become confident in approach of addressing students. Actually, multicultural focus of education incorporates the values of comprehensiveness. The teachers should identify specific issues of cultural diversity. A unification of values of education can be achieved by proper synthesis of several cultural traits. Swami Vivekananda's stress on 'man making education' and Rabindranath Tagore's notion of 'self-realization' were linked with a common aspect. This linking element is inevitability of cultural aspect in education. In fine, it can be said that teacher education needs assistance of cultural element for the attainment of goal. For the successful role playing of teachers a clear understanding of culture deserves attention. Today a successful teacher should be well aware of cultural propensities for proper utilization of teaching skill. In this era of cultural globalization inseparable association of education with culture is thoroughly established with modern technological acceptance in a newer mode.

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